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ABSTRACT

Thirty-two master teachers, working in grade-level and instructional area groups and using an evaluation instrument developed by a university center for career development and occupational preparation, rated 66 sets of career education materials by 15 criteria, such as organization; clarity of objectives; appropriateness to grade level; and organization, clarity, and appropriateness of classroom activities. Three criteria relate to the necessity and possibility of modification of the materials for usability. An annotated list of the materials is appended; the largest portion of the document is devoted to tables representing the ratings of each set of materials by each set of criteria. A brief summary of the findings reveals that many of the materials were rated as excellent, although only 15 sets were judged to be organized to fit specifically the intended grade levels. Half the materials needed modification before use, because of ethnic or socioeconomic differences in particular school districts. The teachers reported that 45 sets of materials suggested reasonable classroom activities. The evaluation is still in process, and 55 sets of materials not yet evaluated are appended, as is the four-page evaluation form. (AJ)

ED 094193

A Report of Career Education Material Effectiveness As Judged By Teachers

Technical Report No. 2

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COLLEGE OF EDUCATION
TEXAS A&M UNIVERSITY

ED 094193

A Report of
CAREER EDUCATION MATERIAL
EFFECTIVENESS AS JUDGED BY TEACHERS

by

Christopher Borman
and
Walter F. Stenning

A Cooperative Project in Career Education
in Regions IV, V, VI, and XII--
A Teacher Directed System
for Delivering Career
Education Programs
to Students

in cooperation with
Texas Education Agency

July 6, 1973

Technical Report #2
Center for Career Development and Occupational Preparation
Texas A&M University
College Station, Texas

A REPORT OF CAREER EDUCATION MATERIAL EFFECTIVENESS AS JUDGED BY TEACHERS

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Cooperating Agencies

The problem of implementing career education has been both a national and state concern. Region Education Service Centers IV, V, VI, and XII together with the Center for Career Development and Occupational Preparation at Texas A&M University designed a plan of attack on the problem of career education implementation. The initial phase of this plan involved the systematic review of materials in career education and the probing of attitudes of teachers and administrators within four regions of the State of Texas. With funding from the Texas Education Agency, the initial activities have been completed, and this paper reports the evaluations of career education materials by a group of master teachers.

This project would have been impossible without the help and cooperation of the executive directors, career education consultants, and 32 master teachers from Regions IV, V, VI, and XII. The geographic areas and the student populations included in these four regions has provided an opportunity to study career education instructional materials as they relate to both urban and rural school districts, and a diverse composition of students based on socio-economic status and culture. Because of the diverse student populations found in Regions IV, V, VI, and XII, these findings should be applicable to other areas of the State of Texas.

In order to create a viable organization for proposing, obtaining, and administering interdisciplinary programs supported by outside funds in the critical area of career education, a Center for Career Development and Occupational Preparation (CDOP) to be administered in the College of Education at Texas A&M University was established June 21, 1972. This Center is providing a key leadership role to education generally in our state, and in furnishing needed services to occupational preparation programs for business and industry.

The Center has a staff that is drawn from many disciplines including Agriculture Education, and Engineering. The interdisciplinary staff is augmented by use of other unique resources at Texas A&M University and in the State of Texas. The Center for Career Development and Occupational Preparation performs the following functions:

1. Designs, field tests, produces, and disseminates innovative curricula and instructional materials and products in the broad field of career development and in selected fields of vocational-technical education.
2. Creates and offers selected training programs for teachers of career education and occupationally oriented programs.
3. Provides technical assistance to (1) local education agencies, (2) the Texas Education Agency, (3) community colleges, and (4) other post-secondary institutions, on matters relating to programs and facilities for career education and the vocational-technical field.
4. Conducts planning, research, and evaluation studies associated with the target field.

Information About Authors

Christopher A. Borman is currently assistant professor of Educational Psychology at Texas A&M University. He is a counselor educator and director of the Center for Career Development and Occupational Preparation.

Dr. Borman completed a B.S. degree in social studies from Indiana University in 1956. Then he spent two years in the United States Army as an artillery officer with the rank of lieutenant. In 1958, he began his teaching career at Smithville School in Smithville, Indiana, as a mathematics and social studies teacher. In 1959, Borman moved to Technical Vocational High School in Hammond, Indiana, where he taught mathematics for six years. Northwestern University in Evanston, Illinois, in 1963 awarded him an M.A. in Education which was completed as a part-time student. During the 1965-66 school year, he began serving as a full-time counselor at Technical Vocational

High School. The Hammond school system granted him a sabbatical leave for the 1967-68 school year to work on a doctorate in counseling and guidance at Indiana University. He returned to Technical Vocational High School to serve as a counselor for two more years until completion of his Ed.D. degree in 1970.

Upon completion of his doctorate, Borman assumed his present position as assistant professor in the College of Education at Texas A&M. He is rapidly being recognized as a state leader in the preparation of counselors and as an authority on career education. Dr. Borman has served as consultant to local education agencies and has numerous publications related to occupational education and career development.

Walter F. Stenning is currently associate professor of Educational Psychology and Educational Curriculum and Instruction, Texas A&M University. He held previous faculty positions at the University of Texas at Austin and San Fernando Valley State College, Northridge, California. Dr. Stenning holds a Doctorate of Philosophy degree from the University of Texas at Austin, with specializations in Psychology and Research Methodology. He has additional experience as Assistant Director of a four year cross-cultural research project focusing on problem solving behavior of school children in eight cultures throughout the world. Further, he has worked extensively in the areas of educational curriculum development and evaluation, being senior staff member both at Far West Educational Laboratory, Berkeley, California, and Southwest Educational Development Laboratory, Austin, Texas. Dr. Stenning has served as a consultant to school districts throughout the country, regional service centers in Texas and the Texas Education Agency. He has published within education in the areas 1) evaluation of early childhood education 2) evaluation of effectiveness of mini-courses in modifying instruction within schools of the

United States and 3) cultural variable effects on achievement and self concepts in education.

Dr. Stenning is certified by the State of Texas Board of Psychological Examiners as a Licensed Psychologist, holds membership in the American Psychological Association, the American Educational Research Association, the American Statistical Association, American Association for the Advancement of Science, and Inter-American Society of Psychology.

Introduction to Report

The problem of the introduction of career education into the schools and its acceptance by the schools in the State of Texas involves a multitude of issues that have not been fully explored by any previous research. One of these issues involves the degree to which curriculum materials for career education developed throughout the United States are directly usable without or with modification in various school districts in Texas.

A selection of highly competent teachers in Regions IV, V, VI, and XII was organized into teams to evaluate career education materials. These teachers were provided a method of evaluation, and then they systematically evaluated quality career education materials that had been developed within the State of Texas and also in selected areas in the United States.

Strategy of Study

The evaluation of career education materials first involved the identification and collection of career education materials by CDOP staff. All available sources including national publications, state reports, recognized authorities, and university library facilities were utilized in the collection of these materials. Commercial publishers were contacted, but most of the materials collected were from school districts, state agencies, universities, or funded projects and were not in final printed form since most of the materials were still in various stages of development. The CDOP staff did an initial screening of the materials so that the teacher evaluators would review only quality materials. Each group of teachers evaluated many sets of career education instructional materials, and a list with a brief description of all materials evaluated is included in the Appendix.

Teachers of the highest quality from Regions IV, V, VI, and XII were asked to serve as judges of career education materials. Eight panels were constituted with each panel having four members representing the four education service centers. The panels or groups were selected from instructional areas in the following manner:

Group 1 (K-1)
Group 2 (2-5)
Group 3 (6-9)
Group 4 (10-12 Mathematics Science)
Group 5 (10-12 Social Studies)
Group 6 (10-12 Language Arts)
Group 7 (10-12 Vocational Education & Industrial Arts)
Group 8 (10-12 Vocational Education & Industrial Arts)

Once the teacher evaluators had been identified and agreed to participate, they were assembled in a one-day meeting where their responsibilities to this project were described. An evaluation instrument developed by CDOP staff to assess the usability of career education materials in classroom settings was presented to the teachers for review and discussion (see Appendix). The panels were provided with sample sets of materials to review and evaluate using the instrument so that the teachers would understand the evaluation process required by the project. At the end of this one-day meeting each teacher was given sets of career education materials to take home for review and evaluation. Additional materials were sent to all of the 32 master teachers over a two month period of time. At the end of two months the teachers were assembled for a two-day working meeting. Their evaluation reports were reviewed and collected by project staff. In addition, the eight groups of teachers evaluated career education materials that had just been identified and collected by Donald Johnson, CDOP staff assistant.

Findings of Study

The findings of this study are visually displayed in Tables 2 through 67. The title of each table reflects the name of the career education materials that were evaluated, and the reference below the title directs the reader to a brief description of the materials in Appendix A. Since there were eight groups of teachers evaluating career education instructional materials based on grade level and instructional area, the materials are listed in the Appendix under the group or groups that evaluated them. For instance, "Group 3--Item 29" refers to the 29th item in the list of materials evaluated by the teachers in Group 3. Because some materials crossed instructional areas, these materials were evaluated by more than one group of teachers, but a description of each set of materials appears only once in Appendix A with references to the original description when the materials are listed under subsequent teacher group headings.

The teacher responses to 15 of the most critical items on the materials evaluation instrument are included in each table. The results are listed under the group or groups of teachers rating the materials according to the number of teachers responding to each item. If more than one group of teachers evaluated a set of materials, the table also displays the total number of teachers responding to each item on the evaluation instrument. For each of the 15 items on the materials evaluation instrument, there should be no more than four teacher responses to each item per teacher group since each group had four teachers. There are a few exceptions to this rule since some of the instructional materials were rated in parts across groups, and the ratings then were summed for each teacher group. A few tables have footnotes indicating that the results were summed in this manner.

The identification and collection of career education materials by CDOP staff has continued after the master teachers completed their evaluations. Included in Appendix B is a supplemental list of career education materials that were not evaluated. All of the materials listed and described in Appendix A and Appendix B are available for review at the CDOP resource center on the campus of Texas A&M University.

Biographical information on the 32 master teachers is included in Table 1 to assist in interpreting the findings in Tables 2 through 67. Some of the variation in teacher ratings within and between groups can be explained by the differences in their educational and professional backgrounds.

Table 1

Background Data on Teachers that Rated Career Education Materials

Information Area	Teacher Number	Group Number 1	2	3	4
1. Grade Range of Teacher's School	1	1-5	1-5	4-9	K-12
	2	K-3	1-12	7-9	9-12
	3	K-8	1-5	7-9	9-12
	4	K-4	K-6	K-6	9-12
2. School was Primarily	1	Suburban	Suburban	Urban	Rural
	2	Urban	Urban	Urban	Suburban
	3	Urban	Rural	Suburban	Rural
	4	Suburban	Suburban	Rural	Rural
3. Major Occupational Levels of Teacher's School (in Percentages)	1	Skilled Blue Collar (85%) White Collar(15%)	Skilled Blue Collar (11%) White Collar(85%)	Unemployed(15%) Unskilled Worker(60%) Skilled Blue Collar(15%)	Unemployed(20%) Unskilled Worker(30%) Skilled Blue Collar(20%) White Collar(25%)
	2	Unemployed(40%) Unskilled Workers(57%)	Military(100%)	Unemployed(10%) Unskilled Workers(55%) Skilled Blue Collar(20%)	Unskilled Workers(10%) Skilled Blue Collar(20%) White Collar(67%)
	3	Skilled Blue Collar(10%) White Collar(70%) Professional(15%)	Skilled Blue Collar(40%) White Collar(48%)	Unemployed(15%) Unskilled Worker(10%) Skilled Blue Collar(75%)	Unskilled Workers(40%) Skilled Blue Collar(30%) White Collar(15%) Professional(10%)
	4	Unemployed(20%) Unskilled Workers(70%) Skilled Blue Collar(6%)	Skilled Blue Collar(50%) White Collar(48%)	Skilled Blue Collar(70%) White Collar(20%)	Unskilled Workers(30%) Skilled Blue Collar(30%) White Collar(30%)

Table 1 (Continued)

Information Area	Teacher Number	Group Number			
		1	2	3	4
4. Major Ethnic Groups of Teacher's School (in Percentages)	1	Anglo(100%)	Anglo(83%) Afro-A(10%) M-A(7%)	Anglo(90%) Afro-A(5%) M-A(5%)	Anglo(70%) Afro-A(30%)
	2	Anglo(33%) Afro-A(33%) M-A(33%)	Anglo(70%) Afro-A(30%)	Afro-A(97%)	Anglo(86%) M-A(11%)
	3	Anglo(90%) M-A(8%)	Anglo(91%) Afro-A(8%)	Anglo(70%) Afro-A(20%) M-A(10%)	Anglo(75%) Afro-A(25%)
	4	Anglo(6%) Afro-A(30%) M-A(64%)	Anglo(94%)	Anglo(60%) Afro-A(40%)	Anglo(59%) Afro-A(40%)
5. Size of Teacher's School (in students attending)	1	580	627	1050	500
	2	360	1302	1294	2035
	3	340	620	1203	428
	4	394	1071	240	375
6. Grade(s) Taught by Teacher	1	1	3-5	8	7,10-12
	2	1	5	7-9	9,11-12
	3	3	1	7-8	9-12
	4	K	5	4-6	9-12

Table 1 (Continued)

Information Area	Teacher Number	Group Number			
		1	2	3	4
7. Subject Area Speciality(s) and Years Teaching in each Speciality	1	Elementary(5)	LA(4) PE(3) Reading(2)	English(12) Business(2)	Science(13) Voc.Ag.(21)
	2	Elementary(7)	Elementary(26)	English(27)	Physics(11) Physical Science(9) Math(4)
	3	Elementary(7)	Elementary(4)	History(3)	Math(1)
	4	Elementary(5)	Elementary(12)	Elementary(3) Math(1)	Math(1)
8. Highest Degree and Year Awarded to each Teacher	1	B.S.(1968)	B.S.(1962)	B.S.(1951)	M.A.(1963)
	2	B.Ed.(1964)	B.S.(1941)	M.Ed.(1941)	M.Ed.(1971)
	3	B.A.(1966)	B.S.(1969)	B.A.(1971)	B.A.(1971)
	4	B.A.(1968)	M.Ed.(1952)	M.Ed.(1972)	B.A.(1972)
9. Levels and Years of Teaching Experience of each teacher	1	1-3(5)	1-3(7) 4-6(4)	7-9(10) College(2)	7-9(10) 10-12(31)
	2	K(4) 1-3(3) 4-6(2)	1-3(7) 4-6(15) 7-9(4)	7-9(27)	7-9(11) 10-12(11)
	3	1-3(7)	1-3(4)	7-9(3)	10-12(1)
	4	K(4) 1-3(1) 5-8(1)	4-6(12)	4-6(4)	10-12(1)

Table 1 (Continued)

Background Data on Teachers that
Rated Career Education Materials

Information Area	Teacher Number	Group Number			
		5	6	7	8
1. Grade Range of Teacher's School	1	9-12	K-12	K-12	7-12
	2	9-12	6-12	K-12	9-12
	3	10-12	9-12	K-12	9-12
	4	10-12	9-12	K-12	10-12
2. School was Primarily	1	Suburban	Rural	Suburban	Rural
	2	Suburban	Rural	Urban	Rural
	3	Rural	Suburban	Suburban	Suburban
	4	Urban	Urban	Urban	Suburban
3. Major Occupational Levels of Teacher's School (in Percentages)	1	Skilled Blue Collar (65%) White Collar(20%)	Unskilled Workers(40%) Skilled Blue Collar(10%) White Collar(47%)	Unskilled Workers(10%) Skilled Blue Collar(13%) White Collar(65%) Professional(10%)	Skilled Blue Collar(70%) White Collar(20%)
	2	Unskilled Worker(20%) Skilled Blue Collar(45%) White Collar(9%)	Unskilled Worker(30%) Skilled Blue Collar(50%) White Collar(13%)	Unskilled Worker(10%) Skilled Blue Collar(30%) White Collar(50%) Professional(7%)	Unskilled Worker(30%) Skilled Blue Collar(30%) White Collar(36%)
	3	Unemployed(30%) Unskilled Worker(15%) Skilled Blue Collar(45%) White Collar(35%)	Unskilled Worker(7%) Skilled Blue Collar(70%) White Collar(18%)	Unemployed(30%) Unskilled Worker(15%) Skilled Blue Collar(45%) White Collar(9%)	NO DATA

Table 1 (Continued)

Background Data on Teachers that
Rated Career Education Materials

Information Area	Teacher Number	Group Number 5	6	7	8
3. Continued	4	Unskilled Workers(10%) Skilled Blue Collar(35%) White Collar(35%)	Unskilled Worker(15%) Skilled Blue Collar(30%) White Collar(50%)	Unemployed(7%) Unskilled Worker(16%) Skilled Blue Collar(35%) White Collar(40%)	Skilled Blue Collar(30%) White Collar (55%) Professional(10%)
4. Major Ethnic Groups of Teacher's School (in Percentages)	1	Anglo(100%)	Anglo(63%) Afro-A(31%) M-A(6%)	Anglo(100%)	Anglo(60 ~~79~~%) Afro-A(40%)
	2	Anglo(75%) Afro-A(20%)	Anglo(86%) Afro-A(13%)	Anglo(60%) Afro-A(38%)	Anglo(79%) Afro-A(20%)
	3	Anglo(47%) Afro-A(53%)	Anglo(100%)	Anglo(40%) Afro-A(60%)	Anglo(69%) Afro-A(30%)
	4	Anglo(84%) Afro-A(14%)	Anglo(85%) Afro-A(7%) M-A(8%)	Anglo(69%) Afro-A(29%)	Anglo(94%) Afro-A(5%)
5. Size of Teacher's School (in students attending)	1	1650	325	1900	210
	2	1974	510	6000	850
	3	440	895	460	950
	4	1735	930	6666	1725

Table 1 (Continued)

Information Area	Teacher Number	Group Number 5	6	7	8
6. Grade(s) taught by Teacher	1	12	9-12	8-12	10-12
	2	12	9-10	8-9	9-12
	3	11-12	9-12	11-12	9-12
	4	12	11	11-12	11-12
7. Subject Area Speciality(s) and Years Teaching in each Speciality	1	Social Studies(26)	English(4) Economics(3) Mathematics(4)	CVAE-Home Community Services(5)	Business Education(5½)
	2	History(10) Government(13) Economics(13) Physical Education(8)	English(8)	Industrial Arts(4) Career Education(1)	Handicrafts(4) Driver Education(4)
	3	Social Studies(10)	Counseling(1) English(8) Elementary(7)	Vocational Industrial(3) College Gov't.(1)	Metal Shop(17)
	4	Sociology(2)	English(2)	Vocational Welding(7)	Business Education(10) French(5)
8. Highest Degree and Year Awarded to each Teacher	1	B.S.(1948)	B.A.(1970)	B.S.(1956)	B.B.A.(1963)
	2	M.Ed.(1963)	B.S.(1970)	B.S.(1952)	B.S.(1969)
	3	B.S.(1963)	M.Ed.(1971)	M.S.(1970)	B.S.1956)
	4	B.A.(1970)	B.S.(1971)	Certificate(1967)	B.S.(1956)

Table 1 (Continued)

Information Area	Teacher Number	Group Number 5	6	7	8
9. Levels and Years of Teaching Experience of each Teacher	1	1-3(2) 7-9(12) 10-12(14)	7-9(4) 10-12(4)	10-12(5) College(1)	1-3(2) 10-12(5)
	2	10-12(23)	1-3(2) 4-6(2) 7-9(3) 10-12(2)	7-9(4) 10-12(1) College(1)	7-9(2) 10-12(3)
	3	7-9(1) 10-12(9)	1-3(1) 4-6(5) 7-9(15) 10-12(2)	10-12(3) College(1)	10-12(17)
	4	10-12(2)	10-12(2)	10-12(7)	10-12(10)

Table 2
A Guide for a Program of Awareness to the World of Work
(Group 1--Item 1)

Criteria	Scale	Groups			Total
		1	2	3	
1. Objectives clearly stated.	Unclear				
	2				
	3	1	1		2
	4	2		1	3
	Clear		3	1	4
2. Objectives appropriate to your grade level.	Low			1	1
	2				
	3	3	4	1	8
	4				
	High				
3. To what degree were the objectives grouped.	Little			1	1
	2				
	3	3	4		7
	4			1	1
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2		1	1	2
	3	2	2		4
	4	1	1	1	3
	High				
5. To what degree are materials well organized.	Poor				
	2		1		1
	3	1	1	1	3
	4	1			1
	Well	1			1
6. To what degree are materials organized to fit your grade level.	Poor				
	2				
	3	1	2		3
	4	1			1
	High	1	2	1	4
7. To what degree are the classroom activities clearly stated.	Unclear		1		1
	2				
	3	1		1	2
	4				
	Clear	1	1		2
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2				
	3	2	2	1	5
	4				
	Hard				

Criteria	Scale	Groups			Total
		1	2	3	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy				
	2	1			1
	3	1	2	1	4
	4				
	Hard				
10. Are there any supplementary materials.	Yes	3	2	1	6
	No				
11. If No should there be.	Yes	-			
	No	-			
12. Overall effectiveness for your grade level.	Low		1		1
	2				
	3	2	2		4
	4	1			1
	High			1	1
13. Need to be modified before used in classroom.	Yes	2	3	1	6
	No	1		1	2
14. If Yes, to what degree.	Little	1		1	2
	2				
	3	1	2		3
	4				
	Much		1		1
15. Would you use these materials without modification.	Yes			1	1
	Maybe	1	1	1	3
	No	1	2		3

Table 3
About...
(Group 1--Item 2)

Criteria	Scale	Groups		Total
		1	2	
1. Objectives clearly stated.	Unclear	-	-	-
	2			
	3			
	4			
	Clear			
2. Objectives appropriate to your grade level.	Low	-	-	-
	2			
	3			
	4			
	High			
3. To what degree were the objectives grouped.	Little	-	-	-
	2			
	3			
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	-	-	-
	2			
	3			
	4			
	High			
5. To what degree are materials well organized.	Poor			
	2			
	3		1	1
	4		1	1
	Well	4	2	6
6. To what degree are materials organized to fit your grade level.	Poor			
	2		1	1
	3		1	1
	4		1	1
	High	2	1	3
7. To what degree are the classroom activities clearly stated.	Unclear	-	-	-
	2			
	3			
	4			
	Clear			
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2		1	1
	3			
	4			
	Hard			

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	1
	2		2	2
	3			
	4			
	Hard			
10. Are there any supplementary materials.	Yes		2	2
	No		2	2
11. If No should there be.	Yes			
	No	3		3
12. Overall effectiveness for your grade level.	Low		2	2
	2			
	3			
	4	4	2	6
	High			
13. Need to be modified before used in classroom.	Yes	1		1
	No	3	4	7
14. If Yes, to what degree.	Little	-	-	-
	2			
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	4	3	7
	Maybe		1	1
	No			

Table 4
Activity Centered Approach to Learning 1-6
(Group 1--Item 3)

Criteria	Scale	Groups 1	2	3	Total
1. Objectives clearly stated.	Unclear		1		1
	2				
	3				
	4			1	1
	Clear				
2. Objectives appropriate to your grade level.	Low	-	-	-	-
	2				
	3				
	4				
	High				
3. To what degree were the objectives grouped.	Little	-	-	-	-
	2				
	3				
	4				
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2			1	1
	3				
	4				
	High				
5. To what degree are materials well organized.	Poor		1	1	2
	2			2	2
	3	4	2		6
	4				
	Well		1	1	2
6. To what degree are materials organized to fit your grade level.	Poor		2		2
	2	2		2	4
	3	2		1	3
	4		1	1	2
	High		1		1
7. To what degree are the classroom activities clearly stated.	Unclear		1	1	2
	2			1	1
	3		2		2
	4	1	1		2
	Clear	3		2	5
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2			1	1
	3	2	3	1	6
	4	2	1	2	5
	Hard				

Criteria	Scale	Groups			Total
		1	2	3	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy				
	2			2	2
	3	2	4		6
	4	2		2	4
	Hard				
10. Are there any supplementary materials.	Yes	3	3	4	10
	No				
11. If No should there be.	Yes	-	-	-	-
	No				
12. Overall effectiveness for your grade level.	Low	2	1	1	4
	2		1	1	2
	3	2	1	1	4
	4		1	1	2
	High				
13. Need to be modified before used in classroom.	Yes	2	4	4	10
	No	2			
14. If Yes, to what degree.	Little				
	2				
	3			2	2
	4				
	Much	2	2	2	6
15. Would you use these materials without modification.	Yes				
	Maybe	2	2		4
	No	2	2	4	8

Table 5
Career Awareness--Beaumont*
(Group 1--Item 4)

		Groups		
Criteria	Scale	1	2	Total
1. Objectives clearly stated.	Unclear			
	2		1	1
	3		6	6
	4		1	1
	Clear	4	6	10
2. Objectives appropriate to your grade level.	Low		4	4
	2	4	8	12
	3		2	2
	4			
	High			
3. To what degree were the objectives grouped.	Little		4	4
	2		8	8
	3	4		4
	4		2	2
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3		10	10
	4		2	2
	High	8	4	12
5. To what degree are materials well organized.	Poor			
	2			
	3	3	10	13
	4		2	2
	Well	4	2	6
6. To what degree are materials organized to fit your grade level.	Poor			
	2			
	3	1	11	12
	4	1		1
	High	5	3	8
7. To what degree are the classroom activities clearly stated.	Unclear		1	1
	2		1	1
	3		6	6
	4	1	1	2
	Clear	3	5	8
8. To what degree are the classroom activities appropriate for your grade level.	Easy		1	1
	2		2	2
	3	4	6	10
	4		1	1
	Hard		4	4

*More than four evaluations per group due to evaluation by parts across groups.

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	2	3	5
	2	1	4	5
	3	1	7	8
	4			
	Hard			
10. Are there any supplementary materials.	Yes	7	14	21
	No			
11. If No should there be.	Yes	1	1	2
	No			
12. Overall effectiveness for your grade level.	Low		6	6
	2		1	1
	3	2	4	6
	4	1		1
	High	4	2	6
13. Need to be modified before used in classroom.	Yes	5	7	12
	No	2	7	9
14. If Yes, to what degree.	Little	1		1
	2			
	3	3	1	4
	4	1		1
	Much		2	2
15. Would you use these materials without modification.	Yes	3	3	6
	Maybe	3	4	7
	No	1	5	6

Table 6
Career Awareness--A Teacher's Guide for Elementary Grades--Arkansas
(Group 1--Item 5)

		Groups		
Criteria	Scale	1	2	Total
1. Objectives clearly stated.	Unclear	1	1	2
	2		1	1
	3		1	1
	4		1	1
	Clear	2		2
2. Objectives appropriate to your grade level.	Low			
	2			
	3	2	2	4
	4		1	1
	High	1		1
3. To what degree were the objectives grouped.	Little	2	1	3
	2		1	1
	3	1	1	2
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	1		1
	2		1	1
	3	1	2	3
	4	1		1
	High			
5. To what degree are materials well organized.	Poor			
	2	1		1
	3	2	2	4
	4		1	1
	Well	1	1	2
6. To what degree are materials organized to fit your grade level.	Poor	2		2
	2		1	1
	3	1	1	2
	4		2	2
	High	1		1
7. To what degree are the classroom activities clearly stated.	Unclear			
	2	2		2
	3	1	1	2
	4			
	Clear	1	3	4
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	3	4	7
	4			
	Hard	1		1

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			
	2	1	1	2
	3	2	2	4
	4		1	1
	Hard	1		1
10. Are there any supplementary materials.	Yes	4	4	8
	No			
11. If No should there be.	Yes	-		
	No	-		
12. Overall effectiveness for your grade level.	Low	1		1
	2			
	3	2	2	4
	4		1	1
	High	1	1	2
13. Need to be modified before used in classroom.	Yes	3	2	5
	No	1	2	3
14. If Yes, to what degree.	Little	1	1	2
	2			
	3	1	1	2
	4		1	1
	Much	1		1
15. Would you use these materials without modification.	Yes	1	2	3
	Maybe	1	1	2
	No	2	1	3

Table 7
Career Development and the Elementary School Curriculum--Minnesota
(Group 1--Item 6)

		Groups		
Criteria	**Scale**	**1**	**2**	**Total**
1. Objectives clearly stated.	Unclear			
	2			
	3	1		1
	4	2	1	3
	Clear	1	3	4
2. Objectives appropriate to your grade level.	Low	1		1
	2			
	3	1	4	5
	4	1		1
	High	1		1
3. To what degree were the objectives grouped.	Little	1		1
	2	2		2
	3	1	4	5
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	1		1
	2	1		1
	3	2	2	4
	4			
	High		2	2
5. To what degree are materials well organized.	Poor	1		1
	2			
	3	2	2	4
	4			
	Well	1	2	3
6. To what degree are materials organized to fit your grade level.	Poor	2		2
	2			
	3	2	2	4
	4			
	High		2	2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3		1	1
	4	1		1
	Clear	3	3	6
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	1	3	4
	4	2		2
	Hard	1		1

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			
	2	1		1
	3	1	2	3
	4	1	1	2
	Hard	1		1
10. Are there any supplementary materials.	Yes	4	4	8
	No			
11. If No should there be.	Yes	-	-	-
	No			
12. Overall effectiveness for your grade level.	Low	2		2
	2			
	3	1	1	2
	4	1	2	3
	High		1	1
13. Need to be modified before used in classroom.	Yes	4		4
	No		4	4
14. If Yes, to what degree.	Little			
	2	1		1
	3	1	1	2
	4			
	Much	2		2
15. Would you use these materials without modification.	Yes	1	4	5
	Maybe			
	No	3		3

Table 8
Career Education Activities Through the World of Work
(Group 1--Item 7)

		Groups		
Criteria	Scale	1	2	Total
1. Objectives clearly stated.	Unclear	2	2	4
	2		1	1
	3	2		2
	4		1	1
	Clear			
2. Objectives appropriate to your grade level.	Low			
	2			
	3		2	2
	4		1	1
	High	4		4
3. To what degree were the objectives grouped.	Little	4	1	5
	2		1	1
	3		1	1
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	4	1	5
	2		1	1
	3		1	1
	4			
	High			
5. To what degree are materials well organized.	Poor	2		2
	2		1	1
	3	2	3	5
	4			
	Well			
6. To what degree are materials organized to fit your grade level.	Poor	2		2
	2		1	1
	3	2	1	3
	4		1	1
	High		1	1
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3	2	3	5
	4		1	1
	Clear	2		2
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3		4	4
	4			
	Hard	4		4

Criteria	Scale	Groups 1	Groups 2	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			
	2		1	1
	3	2	3	5
	4	1		1
	Hard	1		1
10. Are there any supplementary materials.	Yes	4	4	8
	No			
11. If No should there be.	Yes	-		
	No	-		
12. Overall effectiveness for your grade level.	Low	4		4
	2		1	1
	3		3	3
	4			
	High			
13. Need to be modified before used in classroom.	Yes	4	3	7
	No		1	1
14. If Yes, to what degree.	Little		1	1
	2			
	3		1	1
	4	2	2	4
	Much	2		2
15. Would you use these materials without modification.	Yes			
	Maybe		1	1
	No	4	3	7

Table 9
Career Education K-6--Seattle
(Group 1--Item 8)

Criteria	Scale	Groups			Total
		1	2	3	
1. Objectives clearly stated.	Unclear	1			1
	2	1	1	2	4
	3				
	4		1		1
	Clear	2	2	2	6
2. Objectives appropriate to your grade level.	Low			1	1
	2			2	2
	3	3			3
	4	1	4		5
	High				
3. To what degree were the objectives grouped.	Little			1	1
	2		1	1	2
	3	4	3	1	8
	4				
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2	1	1	2	4
	3	1	2	1	4
	4		1		1
	High	2			2
5. To what degree are materials well organized.	Poor				
	2			2	2
	3	2	2		4
	4		2		2
	Well	2		1	3
6. To what degree are materials organized to fit your grade level.	Poor			1	1
	2	1			1
	3		2	1	3
	4	1	2	1	4
	High	2			2
7. To what degree are the classroom activities clearly stated.	Unclear				
	2			1	1
	3				
	4	1	4		5
	Clear	3		2	5
8. To what degree are the classroom activities appropriate for your grade level.	Easy			1	1
	2	1		2	3
	3	3	3		6
	4		1		1
	Hard				

		Groups			
Criteria	Scale	1	2	3	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			1	1
	2	1	1		2
	3	2	3	2	7
	4	1			1
	Hard				
10. Are there any supplementary materials.	Yes	4	4	3	10
	No				
11. If No should there be.	Yes	-	-	-	-
	No				
12. Overall effectiveness for your grade level.	Low			1	1
	2			2	2
	3				
	4	2	4	1	7
	High	2	1		3
13. Need to be modified before used in classroom.	Yes	2	2	4	8
	No	2	2		4
14. If Yes, to what degree.	Little		2	1	3
	2		1		1
	3	1		1	2
	4			1	1
	Much				
15. Would you use these materials without modification.	Yes	2	2	1	5
	Maybe		2	1	3
	No	2		2	4

Table 10

Career Related Instructional Procedures

(Group 1--Item 9)

		Groups								
Criteria	Scale	1	2	3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear			1	2	1	3			7
	2				2	1				3
	3					1				1
	4								1	1
	Clear									
2. Objectives appropriate to your grade level.	Low					1	1			2
	2				2					2
	3			1	1	2			1	5
	4									
	High									
3. To what degree were the objectives grouped.	Little				1	1	1			3
	2				2	1				3
	3			1	1	1			1	4
	4									
	Much									
4. Compared to other materials how would you rate the usability of the objectives.	Low				1	1	1		1	4
	2				2					2
	3			1	1	1			1	4
	4									
	High									
5. To what degree are materials well organized.	Poor	4	1	1	2	1				9
	2		1	1	1	1	1		1	6
	3		2	2	1		3	1	3	12
	4					1				1
	Well									
6. To what degree are materials organized to fit your grade level.	Poor	4	2		2	2	1		1	12
	2		1	1		1				3
	3		1	2	2		3	1	3	12
	4									
	High			1						1
7. To what degree are the classroom activities clearly stated.	Unclear		1		3				1	5
	2			3		1	1			5
	3		1		1	2	1		3	8
	4		1				1	1		3
	Clear	3	1	1			1			6
8. To what degree are the classroom activities appropriate for your grade level.	Easy									
	2		1		2	1	1		1	6
	3	4	3	4	1	2	3	1	2	20
	4									
	Hard								1	1

Criteria	Scale	Groups								Total
		1	2	3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	3	1	1		1			1	7
	2						2			2
	3	1	1	1	2		2	1		8
	4		1	2		2			1	6
	Hard		1		1				2	4
10. Are there any supplementary materials.	Yes	4	4	4	2	3	4	1	3	25
	No				1					1
11. If No should there be.	Yes				1					1
	No									
12. Overall effectiveness for your grade level.	Low		1		3	1			1	6
	2		1		1	2	2		1	7
	3		2	3			2	1	2	10
	4	4								4
	High			1						1
13. Need to be modified before used in classroom.	Yes	1	3	4	4	3	3	1	3	22
	No	3	1				1		1	6
14. If Yes, to what degree.	Little			1						1
	2	1		1						2
	3	1	1				2			4
	4		1	2	1	2	1	1		8
	Much	2	1		3	1			3	10
15. Would you use these materials without modification.	Yes	1								1
	Maybe		1	1			1		1	4
	No	3	3	3	4	3	3	1	3	23

Table 11
Communication and the World of Work
(Group 1--Item 10)

Criteria	Scale	1	2	3	Total
1. Objectives clearly stated.	Unclear			1	1
	2		1		1
	3	1		1	2
	4	1	1	1	3
	Clear	1	2	1	4
2. Objectives appropriate to your grade level.	Low				
	2			1	1
	3	3	3	3	9
	4		1		1
	High				
3. To what degree were the objectives grouped.	Little			1	1
	2	1	1	1	3
	3	2	3	2	7
	4				
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2	1	1		2
	3	1	1	1	3
	4	1	1	2	4
	High		1	1	2
5. To what degree are materials well organized.	Poor				
	2				
	3	1	2	1	4
	4			2	2
	Well	2	2	1	5
6. To what degree are materials organized to fit your grade level.	Poor				
	2			2	2
	3		2		2
	4	1		2	3
	High	2	2		4
7. To what degree are the classroom activities clearly stated.	Unclear				
	2				
	3	1	1	1	3
	4			2	2
	Clear	2	3	1	6
8. To what degree are the classroom activities appropriate for your grade level.	Easy			1	1
	2			1	1
	3	3	4	2	9
	4				
	Hard				

Criteria	Scale	Groups			Total
		1	2	3	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1	2	1	4
	2	1		1	2
	3	1	1	1	3
	4		1	1	2
	Hard				
10. Are there any supplementary materials.	Yes	4	4	4	12
	No				
11. If No should there be.	Yes	-			
	No	-			
12. Overall effectiveness for your grade level.	Low				
	2		1	1	2
	3	2		2	4
	4	1	2	1	4
	High		1		1
13. Need to be modified before used in classroom.	Yes		1	2	3
	No	3	3	2	8
14. If Yes, to what degree.	Little				
	2				
	3			1	1
	4		1		1
	Much			1	1
15. Would you use these materials without modification.	Yes	2	2	1	5
	Maybe		1	1	2
	No	1	1	2	4

Table 12
Motivation for Career Success and Creating Your Future
(Group 1--Items 11&17)

Criteria	Scale	Groups 1	2	3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear		1							1
	2					1				1
	3			4			1			5
	4				2	2	3			7
	Clear			4		3	2	2		11
2. Objectives appropriate to your grade level.	Low									
	2					1	1			2
	3			7	1	5	5	2		20
	4			1	1					2
	High									
3. To what degree were the objectives grouped.	Little									
	2					1				1
	3			7	2	5	6	2		22
	4									
	Much									
4. Compared to other materials how would you rate the usability of the objectives.	Low					1				1
	2			2	1		2	2		7
	3			2		1	1			4
	4			2	1	2	1			6
	High			2		2	2			6
5. To what degree are materials well organized.	Poor									
	2									
	3			2	1	3	2	2		10
	4	1		3	1	1				6
	Well	3		3		2	4			12
6. To what degree are materials organized to fit your grade level.	Poor	4				1				5
	2							2		2
	3			3		3	2			8
	4			2	2	1	2			7
	High			3		1	2			6
7. To what degree are the classroom activities clearly stated.	Unclear									
	2			2	2					4
	3			3		2	3			8
	4					2	2	2		6
	Clear	4		2		2	1			9
8. To what degree are the classroom activities appropriate for your grade level.	Easy									
	2				1		1			2
	3			4	1	6	5	2		18
	4			1						1
	Hard	4								4

Criteria	Scale	Groups								Total
		1	2	3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	2						2		4
	2			2						2
	3			3	1	4	4			12
	4				1	1	1			3
	Hard	2								2
10. Are there any supplementary materials.	Yes	5	1	4	1	4	5			20
	No			2		2	1	2		7
11. If No should there be.	Yes				2					2
	No							2		2
12. Overall effectiveness for your grade level.	Low	5								5
	2					1				1
	3			3		2	2	2		9
	4			3		2	1			6
	High		1	2		1	3			7
13. Need to be modified before used in classroom.	Yes	1	1	1		2				5
	No	3		6		4	3	2		18
14. If Yes, to what degree.	Little	1		2				1		4
	2									
	3					2	1			3
	4									
	Much									
15. Would you use these materials without modification.	Yes			2		1	1			4
	Maybe		1	6	1	3	3			14
	No	4				2		2		8

Table 13
Guideline of Career Development Activities--North Dakota
(Group 1--Item 12)

Criteria	Scale	Groups								
		1	2	3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear									
	2			1						1
	3		1		1			3	1	6
	4		1	2	2	2	1		2	10
	Clear	4	2		1	2	3	1		13
2. Objectives appropriate to your grade level.	Low									
	2									
	3	4	3	3	2	3	2	3	3	23
	4		1		2	1	2			6
	High							1		1
3. To what degree were the objectives grouped.	Little						3	1		4
	2			1	1	1	1	2	3	9
	3	4	4	2	1	2		1		14
	4				1					1
	Much									
4. Compared to other materials how would you rate the usability of the objectives.	Low				1			1		2
	2				2		4	1		7
	3		2			3		1	2	8
	4	1	1	2	1	1		1	1	8
	High	3	1	1						5
5. To what degree are materials well organized.	Poor					3	4			7
	2		1		3	1		2		7
	3			1				2	1	4
	4	1			1				2	4
	Well	3		2						5
6. To what degree are materials organized to fit your grade level.	Poor				1	1		1		3
	2		1				4	2	1	8
	3		2	1	2	1			1	7
	4	1		2		2		1	1	7
	High	3	1		1					5
7. To what degree are the classroom activities clearly stated.	Unclear						1			1
	2				1					1
	3		1		1		3			5
	4		2	1	2			3	3	11
	Clear	4	1	2		4				11
8. To what degree are the classroom activities appropriate for your grade level.	Easy							1		1
	2		1		2					3
	3	4		3	1			1	2	11
	4				1	4	4			9
	Hard		3					1	1	5

Criteria	Scale	Groups								Total
		1	2	3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	4		2						6
	2		1		1	3		1		6
	3		3	3	1	1		1	3	12
	4						1			1
	Hard						3	1		4
10. Are there any supplementary materials.	Yes	4	2	3	3	4	4	4	3	27
	No		2							2
11. If No should there be.	Yes	-	-	-	-	-	-	-	-	-
	No	-	-	-	-	-	-	-	-	-
12. Overall effectiveness for your grade level.	Low					1				1
	2		1		2	1	1	3		8
	3		2		1	1	3		2	9
	4		1	1	1	1		1		5
	High	4		2						6
13. Need to be modified before used in classroom.	Yes	4	2	1	3	2	4	4	2	22
	No		2	2	1	2				7
14. If Yes, to what degree.	Little	2	2	1						5
	2	1	2						1	4
	3	1				1				2
	4				2		4	2	1	9
	Much				1	2		2		5
15. Would you use these materials without modification.	Yes	4	2	2	1	1		1		11
	Maybe		2	1	1				1	5
	No				2	3	4	3	1	13

Table 14
Handbook for Occupational Awareness
(Group 1--Item 13)

Criteria	Scale	Groups 1	Groups 2	Total
1. Objectives clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	4	4	8
2. Objectives appropriate to your grade level.	Low			
	2			
	3	4	4	8
	4			
	High			
3. To what degree were the objectives grouped.	Little			
	2			
	3	4	3	7
	4		1	1
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3		2	2
	4		1	1
	High	4	1	5
5. To what degree are materials well organized.	Poor			
	2			
	3			
	4			
	Well	4	4	8
6. To what degree are materials organized to fit your grade level.	Poor			
	2			
	3			
	4		1	1
	High	4	3	7
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	4	4	8
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	4	3	7
	4		1	1
	Hard			

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	3	1	4
	2		1	1
	3	1	2	3
	4			
	Hard			
10. Are there any supplementary materials.	Yes	4	4	8
	No			
11. If No should there be.	Yes	-	-	-
	No			
12. Overall effectiveness for your grade level.	Low			
	2		1	1
	3			
	4		1	1
	High	4	2	6
13. Need to be modified before used in classroom.	Yes	1	1	2
	No	3	3	6
14. If Yes, to what degree.	Little	1	2	3
	2			
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	4	2	6
	Maybe		1	1
	No		1	1

Table 15
I Want To Be...
(Group 1--Item 14)

		Groups		
Criteria	Scale	1	2	Total
1. Objectives clearly stated.	Unclear	-	-	-
	2			
	3			
	4			
	Clear			
2. Objectives appropriate to your grade level.	Low	-	-	-
	2			
	3			
	4			
	High			
3. To what degree were the objectives grouped.	Little	-	-	-
	2			
	3			
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	-	-	-
	2			
	3			
	4			
	High			
5. To what degree are materials well organized.	Poor			
	2			
	3		2	2
	4		1	1
	Well	4		4
6. To what degree are materials organized to fit your grade level.	Poor		1	1
	2			
	3		2	2
	4			
	High	4		4
7. To what degree are the classroom activities clearly stated.	Unclear	-	-	-
	2			
	3			
	4			
	Clear			
8. To what degree are the classroom activities appropriate for your grade level.	Easy	-	-	-
	2			
	3			
	4			
	Hard			

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			
	2	1		1
	3			
	4			
	Hard			
10. Are there any supplementary materials.	Yes		1	1
	No	3		3
11. If No should there be.	Yes			
	No	1		1
12. Overall effectiveness for your grade level.	Low		1	1
	2		1	1
	3			
	4			
	High	4	1	5
13. Need to be modified before used in classroom.	Yes	4	4	8
	No			
14. If Yes, to what degree.	Little	-	-	-
	2			
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	4	3	7
	Maybe			
	No			

Table 16
Jobs from "A to Z"
(Group 1--Item 15)

Criteria	Scale	Groups		Total
		1	2	
1. Objectives clearly stated.	Unclear	-	-	-
	2			
	3			
	4			
	Clear			
2. Objectives appropriate to your grade level.	Low	-	-	-
	2			
	3			
	4			
	High			
3. To what degree were the objectives grouped.	Little	-	-	-
	2			
	3			
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	-	-	-
	2			
	3			
	4			
	High			
5. To what degree are materials well organized.	Poor			
	2		1	1
	3			
	4		1	1
	Well	4	2	6
6. To what degree are materials organized to fit your grade level.	Poor	4		4
	2		1	1
	3		3	3
	4			
	High			
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	4	1	5
8. To what degree are the classroom activities appropriate for your grade level.	Easy		1	1
	2			
	3	2		2
	4			
	Hard	2		2

		Groups		
Criteria	Scale	1	2	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	2	1	3
	2			
	3			
	4			
	Hard	2		2
10. Are there any supplementary materials.	Yes			
	No	3	4	7
11. If No should there be.	Yes			
	No	2	2	4
12. Overall effectiveness for your grade level.	Low	4		4
	2		2	2
	3		2	2
	4			
	High			
13. Need to be modified before used in classroom.	Yes	1	4	5
	No	3		3
14. If Yes, to what degree.	Little			
	2			
	3		1	1
	4			
	Much			
15. Would you use these materials without modification.	Yes		2	2
	Maybe		2	2
	No	4		4

Table 17
Lincoln County Exemplary Program
(Group 1--Item 16)

Criteria	Scale	Groups 1	2	3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear			1				1	1	3
	2		1	2				2	2	7
	3									
	4			1						1
	Clear		2							2
2. Objectives appropriate to your grade level.	Low							1		1
	2									
	3		2	3				2		7
	4		1	1						2
	High								3	3
3. To what degree were the objectives grouped.	Little							1	3	4
	2			1				1		2
	3		3	2				1		6
	4			1						1
	Much									
4. Compared to other materials how would you rate the usability of the objectives.	Low							2	3	5
	2			1						1
	3		1	1				1		3
	4		1	1						2
	High		1	1						2
5. To what degree are materials well organized.	Poor			1						1
	2							1		1
	3		2	1				1	3	7
	4							1		1
	Well		1	2						3
6. To what degree are materials organized to fit your grade level.	Poor							2	3	5
	2			2				1		3
	3			1						1
	4		2	1						3
	High		1							1
7. To what degree are the classroom activities clearly stated.	Unclear			2						2
	2								3	3
	3			2				1		3
	4									
	Clear		3					2		5
8. To what degree are the classroom activities appropriate for your grade level.	Easy							1		1
	2			1						1
	3		3	1				2		6
	4			1					2	3
	Hard								1	1

		Groups								
Criteria	Scale	1	2	3	4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	2				1		4
	2		2	1				1		4
	3									
	4								2	2
	Hard							1	1	2
10. Are there any supplementary materials.	Yes		3	2				2	3	10
	No			1				1		2
11. If No should there be.	Yes			1				2		3
	No									
12. Overall effectiveness for your grade level.	Low			1				2	2	5
	2							1	1	2
	3		2	1						3
	4		1	2						3
	High									
13. Need to be modified before used in classroom.	Yes		1	3				3	3	10
	No		2	1						3
14. If Yes, to what degree.	Little		2							2
	2		1						1	2
	3			2						2
	4							1	2	3
	Much			1				2		3
15. Would you use these materials without modification.	Yes		2							2
	Maybe		1	2						3
	No			2				3	3	8

Table 18
Our Working World--Families at Work*
(Group 1-Item 19)
(Group 2--Items 20,21,22)

Criteria	Scale	Groups 1	Groups 2	Total
1. Objectives clearly stated.	Unclear	4		4
	2			
	3			
	4			
	Clear		3	3
2. Objectives appropriate to your grade level.	Low			
	2			
	3	4	2	6
	4			
	High		1	1
3. To what degree were the objectives grouped.	Little			
	2		1	1
	3	4	2	6
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3			
	4			
	High	4	4	8
5. To what degree are materials well organized.	Poor			
	2			
	3			
	4			
	Well	4	7	11
6. To what degree are materials organized to fit your grade level.	Poor			
	2		2	2
	3			
	4			
	High	4	4	8
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	4	3	7
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	4	1	5
	4		1	1
	Hard		1	1

*More than four evaluations per group due to evaluation by parts across groups.

		Groups		
Criteria	Scale	1	2	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		1
	2	1		1
	3	1	3	4
	4			
	Hard	1		1
10. Are there any supplementary materials.	Yes	4	2	6
	No		2	2
11. If No should there be.	Yes		2	2
	No		1	1
12. Overall effectiveness for your grade level.	Low		1	1
	2		1	1
	3			
	4			
	High	4	4	8
13. Need to be modified before used in classroom.	Yes	4	6	10
	No			
14. If Yes, to what degree.	Little	1	1	2
	2			
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	4	5	9
	Maybe			
	No		1	1

Table 19
Our World--Taylor Publishing Company
(Group 1--Item 20)

		Groups		
Criteria	Scale	1	2	Total
1. Objectives clearly stated.	Unclear		2	2
	2	1		1
	3			
	4			
	Clear			
2. Objectives appropriate to your grade level.	Low		1	1
	2			
	3	1		1
	4			
	High			
3. To what degree were the objectives grouped.	Little		2	2
	2			
	3	1		1
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2	1		1
	3		1	1
	4			
	High		1	1
5. To what degree are materials well organized.	Poor			
	2		1	1
	3		2	2
	4	1		1
	Well	1	1	2
6. To what degree are materials organized to fit your grade level.	Poor		1	1
	2		2	2
	3			
	4	1		1
	High	1	1	2
7. To what degree are the classroom activities clearly stated.	Unclear		1	1
	2			
	3		2	2
	4			
	Clear	2		2
8. To what degree are the classroom activities appropriate for your grade level.	Easy		1	1
	2			
	3	2		2
	4		1	1
	Hard			

Criteria		Scale	Groups		Total
			1	2	
9.	To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		2	2
		2	1		1
		3			
		4	1		1
		Hard			
10.	Are there any supplementary materials.	Yes	2		2
		No			
11.	If No should there be.	Yes	-	-	-
		No			
12.	Overall effectiveness for your grade level.	Low		2	2
		2		1	1
		3			
		4	1		1
		High	2		1
13.	Need to be modified before used in classroom.	Yes			
		No	2	3	5
14.	If Yes, to what degree.	Little		1	1
		2		2	2
		3			
		4			
		Much			
15.	Would you use these materials without modification.	Yes	2	1	3
		Maybe			
		No		2	2

Table 20
Pikeville Exemplary Education Project*
(Group 1--Item 21)

Criteria	Scale	Groups			Total
		1	2	3	
1. Objectives clearly stated.	Unclear		1	2	3
	2		2	4	6
	3		1	2	3
	4		1	1	2
	Clear	3	8	1	12
2. Objectives appropriate to your grade level.	Low				
	2		2	6	8
	3	4	4	4	12
	4		7		7
	High		1	1	2
3. To what degree were the objectives grouped.	Little			5	5
	2		1	4	5
	3	3	9		12
	4		2		2
	Much	1	1	2	4
4. Compared to other materials how would you rate the usability of the objectives.	Low		1		1
	2		2	6	8
	3		4		4
	4		3	2	5
	High	4	3		7
5. To what degree are materials well organized.	Poor		2		2
	2		1	5	6
	3		5	5	10
	4		4	1	5
	Well	4	4	1	9
6. To what degree are materials organized to fit your grade level.	Poor		3		3
	2		2	3	5
	3		6	6	12
	4		3	3	6
	High	4	2		6
7. To what degree are the classroom activities clearly stated.	Unclear		1		1
	2		1	4	5
	3		2	4	6
	4		5	1	6
	Clear	4	7	3	14
8. To what degree are the classroom activities appropriate for your grade level.	Easy		2	1	3
	2		2	8	10
	3	4	8	3	15
	4		3		3
	Hard		1		1

*More than four evaluations per group due to evaluation by parts across groups.

Criteria	Scale	Groups			Total
		1	2	3	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	2	4	2	3
	2		3	3	6
	3	2	8	7	17
	4		1		1
	Hard				
10. Are there any supplementary materials.	Yes	4	14	12	30
	No		1		1
11. If No should there be.	Yes	-	-	-	-
	No				
12. Overall effectiveness for your grade level.	Low		3	1	4
	2		4	6	10
	3		2	2	4
	4		5	1	6
	High	4	2		6
13. Need to be modified before used in classroom.	Yes		9	12	21
	No	4	7		11
14. If Yes, to what degree.	Little		2	5	7
	2		1	5	6
	3				
	4		4	4	8
	Much		3	3	6
15. Would you use these materials without modification.	Yes	4	6		10
	Maybe		3	1	4
	No		7	11	18

Table 21
Vocational Development in the Elementary School
(Group 1--Item 22)

Criteria	Scale	Groups		Total
		1	2	
1. Objectives clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	4		4
2. Objectives appropriate to your grade level.	Low			
	2			
	3			
	4	1		1
	High	3		3
3. To what degree were the objectives grouped.	Little	4		4
	2			
	3			
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	2		2
	2			
	3	2		2
	4			
	High			
5. To what degree are materials well organized.	Poor		1	1
	2		1	1
	3	2	1	3
	4	1		1
	Well	1		1
6. To what degree are materials organized to fit your grade level.	Poor	1	1	2
	2			
	3	2	2	4
	4			
	High	1		1
7. To what degree are the classroom activities clearly stated.	Unclear		1	1
	2			
	3			
	4		1	1
	Clear	4	1	5
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	1	2	3
	4	3		3
	Hard			

Criteria	Scale	Groups		Total
		1	2	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			
	2			
	3	1	1	2
	4	3		3
	Hard		1	1
10. Are there any supplementary materials.	Yes	4	3	7
	No			
11. If No should there be.	Yes	-	-	
	No			
12. Overall effectiveness for your grade level.	Low	2	1	3
	2			
	3		1	1
	4	1	1	2
	High	1		1
13. Need to be modified before used in classroom.	Yes	4	2	6
	No			
14. If Yes, to what degree.	Little			
	2		1	1
	3		1	1
	4	1		1
	Much	3	1	4
15. Would you use these materials without modification.	Yes			
	Maybe		2	2
	No	4	1	5

Table 22
What Will I Be From A to Z
(Group 1--Item 23)

Criteria	Scale	Groups 1	Groups 2	Groups 3	Total
1. Objectives clearly stated.	Unclear		1		1
	2				
	3			2	2
	4			1	1
	Clear			1	1
2. Objectives appropriate to your grade level.	Low				
	2			1	1
	3			3	3
	4				
	High				
3. To what degree were the objectives grouped.	Little				
	2				
	3			4	4
	4				
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2				
	3			2	2
	4			1	1
	High			1	1
5. To what degree are materials well organized.	Poor			1	1
	2				
	3		2		2
	4	1		1	2
	Well	2		2	4
6. To what degree are materials organized to fit your grade level.	Poor				
	2				
	3		2		2
	4	1		1	2
	High	2		3	5
7. To what degree are the classroom activities clearly stated.	Unclear				
	2			1	1
	3		1		1
	4			1	1
	Clear			2	2
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2				
	3		1	3	4
	4			1	1
	Hard				

Criteria	Scale	Groups			Total
		1	2	3	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			1	1
	2			2	2
	3		1		1
	4				
	Hard				
10. Are there any supplementary materials.	Yes				
	No	1	1	4	6
11. If No should there be.	Yes	1	1	1	3
	No	2			2
12. Overall effectiveness for your grade level.	Low				
	2				
	3			1	1
	4			1	1
	High		1	2	3
13. Need to be modified before used in classroom.	Yes	1			1
	No		1	4	5
14. If Yes, to what degree.	Little	2			2
	2				
	3				
	4				
	Much				
15. Would you use these materials without modification.	Yes	4	1	4	9
	Maybe				
	No				

Table 23
World of Work--Alice, Texas
(Group 1--Item 24)

Criteria	Scale	Groups			Total
		1	2	3	
1. Objectives clearly stated.	Unclear				
	2				
	3	1	1	1	3
	4		3	1	4
	Clear	1		1	2
2. Objectives appropriate to your grade level.	Low				
	2		1	1	2
	3	2	2	2	6
	4		1		1
	High				
3. To what degree were the objectives grouped.	Little				
	2			2	2
	3	2	4	1	7
	4				
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2		1	1	2
	3	2	1	2	5
	4		1		1
	High		1		1
5. To what degree are materials well organized.	Poor				
	2		2		2
	3		1		1
	4	1	1	2	4
	Well	1		1	2
6. To what degree are materials organized to fit your grade level.	Poor				
	2				
	3		2	2	4
	4	1	1	1	3
	High	1	1		2
7. To what degree are the classroom activities clearly stated.	Unclear				
	2	1	1	1	3
	3		1		1
	4		1	1	2
	Clear	1	1	1	3
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2		1	2	3
	3	2	3	1	6
	4				
	Hard				

		Groups			
Criteria	Scale	1	2	3	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		2		2
	2		2	1	3
	3	2		1	3
	4			1	1
	Hard				
10. Are there any supplementary materials.	Yes	2	4	3	9
	No				
11. If No should there be.	Yes	-	-	-	-
	No				
12. Overall effectiveness for your grade level.	Low				
	2		1	1	2
	3	2	1	1	4
	4		2		2
	High			1	1
13. Need to be modified before used in classroom.	Yes	2	3	2	7
	No		1	1	2
14. If Yes, to what degree.	Little				
	2		1		1
	3		1		1
	4		1	1	2
	Much				
15. Would you use these materials without modification.	Yes	2	1	1	4
	Maybe		3	1	4
	No			1	1

Table 24
World of Work
(Group 1--Item 25)

Criteria	Scale	Groups			Total
		1	2	3	
1. Objectives clearly stated.	Unclear		1		1
	2	1		1	2
	3	1	1	1	3
	4		1	1	2
	Clear	2	1	1	4
2. Objectives appropriate to your grade level.	Low		1		1
	2			1	1
	3	4	2	3	9
	4		1		1
	High				
3. To what degree were the objectives grouped.	Little				
	2		2	1	3
	3	4	1	3	8
	4		1		1
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2			1	1
	3	2		2	4
	4			1	1
	High	2			2
5. To what degree are materials well organized.	Poor			1	1
	2	1		2	3
	3	1		1	2
	4				
	Well	1			1
6. To what degree are materials organized to fit your grade level.	Poor				
	2	1		2	3
	3	1		1	2
	4			1	1
	High	1			1
7. To what degree are the classroom activities clearly stated.	Unclear				
	2			2	2
	3				
	4	1		2	3
	Clear	2			2
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2			2	2
	3	2		1	3
	4	1			1
	Hard				

Criteria	Scale	1	2	3	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			1	1
	2	2		1	3
	3	1		1	2
	4				
	Hard				
10. Are there any supplementary materials.	Yes	3	3	2	8
	No	1	1	1	3
11. If No should there be.	Yes	1	1	1	3
	No				
12. Overall effectiveness for your grade level.	Low		2	1	3
	2	2		1	3
	3	1	1	2	4
	4		1		1
	High	1			1
13. Need to be modified before used in classroom.	Yes	2	4	3	9
	No	2		1	3
14. If Yes, to what degree.	Little		1		1
	2				
	3	1	1	1	3
	4			1	1
	Much		2	1	3
15. Would you use these materials without modification.	Yes	2	2		4
	Maybe	1	1	1	3
	No	1	1	3	5

Table 25
Your World
(Group 1--Item 26)

Criteria	Scale	Groups 1	Groups 2	Total
1. Objectives clearly stated.	Unclear		2	2
	2			
	3			
	4			
	Clear			
2. Objectives appropriate to your grade level.	Low	-	-	
	2			
	3			
	4			
	High			
3. To what degree were the objectives grouped.	Little	-	-	
	2			
	3			
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low		2	2
	2			
	3			
	4		1	1
	High			
5. To what degree are materials well organized.	Poor		1	1
	2			
	3		2	2
	4			
	Well	3	1	4
6. To what degree are materials organized to fit your grade level.	Poor		1	1
	2			
	3	1	1	2
	4			
	High	2	1	3
7. To what degree are the classroom activities clearly stated.	Unclear		2	2
	2			
	3			
	4			
	Clear			
8. To what degree are the classroom activities appropriate for your grade level.	Easy		1	1
	2			
	3		1	1
	4			
	Hard			

Criteria		Scale	Groups 1	Groups 2	Total
9.	To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	1
		2			
		3		1	1
		4			
		Hard			
10.	Are there any supplementary materials.	Yes		2	2
		No	2		2
11.	If No should there be.	Yes		2	2
		No	2		
12.	Overall effectiveness for your grade level.	Low	1		1
		2		1	1
		3		1	1
		4	1		1
		High	2		2
13.	Need to be modified before used in classroom.	Yes	1	1	2
		No	3		3
14.	If Yes, to what degree.	Little			
		2			
		3		1	1
		4			
		Much	1		1
15.	Would you use these materials without modification.	Yes	4	1	5
		Maybe			
		No		2	2

Table 26
Career Related Math Units
(Group 2--Item 10)

		Groups			
Criteria	Scale	2	3	4	Total
1. Objectives clearly stated.	Unclear				
	2		1		1
	3			1	1
	4			2	2
	Clear		1	1	2
2. Objectives appropriate to your grade level.	Low				
	2				
	3		1	4	5
	4		1		1
	High				
3. To what degree were the objectives grouped.	Little				
	2		1		1
	3		1	4	5
	4				
	Much				
4. Compared to other materials how would you rate the usability of the objectives.	Low				
	2		1		1
	3			1	1
	4		1	3	4
	High				
5. To what degree are materials well organized.	Poor				
	2		2		2
	3	2		3	5
	4	1	1		2
	Well		1	1	2
6. To what degree are materials organized to fit your grade level.	Poor	3			3
	2		2		2
	3	1	1	3	5
	4		1	1	2
	High				
7. To what degree are the classroom activities clearly stated.	Unclear	1			1
	2		2		2
	3	1		1	2
	4		1	3	4
	Clear	1	1		2
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2		1		1
	3		2	4	6
	4				
	Hard	3	1		4

Criteria	Scale	Groups			Total
		2	3	4	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy				
	2		2		2
	3	1	2	4	7
	4				
	Hard	2			2
10. Are there any supplementary materials.	Yes		1		1
	No	2	3	4	9
11. If No should there be.	Yes		3		3
	No	1		4	5
12. Overall effectiveness for your grade level.	Low	3			3
	2		2		2
	3		1	3	4
	4		1	1	2
	High	1			1
13. Need to be modified before used in classroom.	Yes	2	3	1	6
	No	2	1	3	6
14. If Yes, to what degree.	Little				
	2				
	3		3	2	5
	4		1	4	5
	Much	1			1
15. Would you use these materials without modification.	Yes		1	1	2
	Maybe		1	2	3
	No	4	2		6

Table 27
Cobb County Occupational and Career Development Program*
(Group 2--Item 11)

Criteria	Scale	Groups		Total
		2	3	
1. Objectives clearly stated.	Unclear			
	2			
	3		1	1
	4	1	2	3
	Clear	3	3	6
2. Objectives appropriate to your grade level.	Low			
	2		1	1
	3	2	3	5
	4	1	2	3
	High	1		1
3. To what degree were the objectives grouped.	Little	1		1
	2		2	2
	3	2	3	5
	4	1	1	2
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3	1	4	5
	4	2	2	4
	High	1		1
5. To what degree are materials well organized.	Poor			
	2		1	1
	3	1	1	2
	4		2	2
	Well	3	2	5
6. To what degree are materials organized to fit your grade level.	Poor		1	1
	2			
	3		5	5
	4	1	1	2
	High	2		2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3	1	1	2
	4		2	2
	Clear	3	3	6
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2		1	1
	3	3	4	7
	4		1	1
	Hard	1		1

*More than four evaluations per group due to evaluation by parts across groups.

Criteria	Scale	Groups 2	3	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	1
	2	1	2	3
	3	2	2	4
	4		1	1
	Hard	1		1
10. Are there any supplementary materials.	Yes	4	6	10
	No			
11. If No should there be.	Yes	-	-	-
	No			
12. Overall effectiveness for your grade level.	Low	1		1
	2		1	1
	3		1	1
	4	1	4	5
	High	1		1
13. Need to be modified before used in classroom.	Yes	1	3	4
	No	2	3	5
14. If Yes, to what degree.	Little	1		1
	2			
	3		2	2
	4		1	1
	Much			
15. Would you use these materials without modification.	Yes	2	2	4
	Maybe	1	2	3
	No		2	2

Table 28
New Rochester Occupational Reading Series*
(Group 2--Items 18&19)

		Groups		
Criteria	Scale	2	3	Total
1. Objectives clearly stated.	Unclear			
	2		1	1
	3			
	4			
	Clear	1	2	3
2. Objectives appropriate to your grade level.	Low			
	2			
	3		2	2
	4			
	High	1		1
3. To what degree were the objectives grouped.	Little			
	2			
	3		2	2
	4			
	Much	1		1
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3			
	4		1	1
	High	1	1	2
5. To what degree are materials well organized.	Poor		1	1
	2			
	3		1	1
	4		1	1
	Well	7	3	10
6. To what degree are materials organized to fit your grade level.	Poor		1	1
	2		1	1
	3	3	3	6
	4		1	1
	High	2		2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	4	5	9
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	2	5	7
	4	1		1
	Hard			

*More than four evaluations per group due to evaluation by parts across groups.

Criteria	Scale	Groups		Total
		2	3	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	1
	2	1	3	4
	3	2	1	3
	4			
	Hard			
10. Are there any supplementary materials.	Yes		4	4
	No	2	2	4
11. If No should there be.	Yes		1	1
	No		2	2
12. Overall effectiveness for your grade level.	Low	1		1
	2	2		2
	3	3		3
	4		3	3
	High	1	3	4
13. Need to be modified before used in classroom.	Yes	3	2	5
	No	4	4	8
14. If Yes, to what degree.	Little	1	2	3
	2			
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	4	4	8
	Maybe	1	1	2
	No	1	1	2

Table 29
The Getting Along Series of Skills--Workbooks
(Group 2--Item 25)

Criteria	Scale	Group 2
1. Objectives clearly stated.	Unclear	-
	2	
	3	
	4	
	Clear	
2. Objectives appropriate to your grade level.	Low	-
	2	
	3	
	4	
	High	
3. To what degree were the objectives grouped.	Little	-
	2	
	3	
	4	
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	-
	2	
	3	
	4	
	High	
5. To what degree are materials well organized.	Poor	
	2	
	3	
	4	
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	1
	2	
	3	
	4	
	High	3
7. To what degree are the classroom activities clearly stated.	Unclear	
	2	1
	3	1
	4	
	Clear	1
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	
	4	
	Hard	3

Criteria	Scale	Group 2
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	
	3	2
	4	1
	Hard	
10. Are there any supplementary materials.	Yes	
	No	1
11. If No should there be.	Yes	-
	No	
12. Overall effectiveness for your grade level.	Low	
	2	1
	3	1
	4	
	High	1
13. Need to be modified before used in classroom.	Yes	1
	No	2
14. If Yes, to what degree.	Little	-
	2	
	3	
	4	
	Much	
15. Would you use these materials without modification.	Yes	2
	Maybe	
	No	

Table 30
Useful Arithmetic--Volumes I & II
(Group 2--Item 26)

Criteria	Scale	Group		Total
		2	3	
1. Objectives clearly stated.	Unclear			
	2			
	3		1	1
	4			
	Clear			
2. Objectives appropriate to your grade level.	Low			
	2			
	3		1	1
	4			
	High			
3. To what degree were the objectives grouped.	Little			
	2			
	3		1	1
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3			
	4	1		1
	High		1	1
5. To what degree are materials well organized.	Poor			
	2			
	3		3	3
	4	1		1
	Well	3	1	4
6. To what degree are materials organized to fit your grade level.	Poor	1		1
	2			
	3		3	3
	4			
	High	3	1	4
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3		1	1
	4		1	1
	Clear	1	2	3
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	1	4	5
	4			
	Hard			

		Group		
Criteria	Scale	2	3	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			
	2			
	3	1	3	4
	4			
	Hard		1	1
10. Are there any supplementary materials.	Yes	1		1
	No	2	4	6
11. If No should there be.	Yes		1	1
	No		2	2
12. Overall effectiveness for your grade level.	Low			
	2			
	3		2	2
	4		1	1
	High		1	1
13. Need to be modified before used in classroom.	Yes		1	1
	No		3	3
14. If Yes, to what degree.	Little			
	2			
	3			
	4			
	Much		1	1
15. Would you use these materials without modification.	Yes		1	1
	Maybe		2	2
	No		1	1

Table 31
Aviation Unit--Intermediate Grades
(Group 3--Item 3)

Criteria	Scale	Group 3
1. Objectives clearly stated.	Unclear	
	2	
	3	1
	4	1
	Clear	2
2. Objectives appropriate to your grade level.	Low	
	2	1
	3	1
	4	2
	High	
3. To what degree were the objectives grouped.	Little	
	2	1
	3	3
	4	
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	
	2	1
	3	1
	4	2
	High	
5. To what degree are materials well organized.	Poor	
	2	1
	3	
	4	2
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	
	2	
	3	2
	4	2
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	1
	2	1
	3	1
	4	
	Clear	1
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	1
	3	3
	4	
	Hard	

Criteria	Scale	Group 3
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	
	3	2
	4	
	Hard	2
10. Are there any supplementary materials.	Yes	4
	No	
11. If No should there be.	Yes	-
	No	
12. Overall effectiveness for your grade level.	Low	
	2	1
	3	1
	4	1
	High	1
13. Need to be modified before used in classroom.	Yes	3
	No	1
14. If Yes, to what degree.	Little	
	2	1
	3	1
	4	1
	Much	
15. Would you use these materials without modification.	Yes	1
	Maybe	1
	No	2

Table 32
Career Development 7,8,9
(Group 3--Item 5)

Criteria	Scale	Group 3
1. Objectives clearly stated.	Unclear	1
	2	
	3	1
	4	
	Clear	1
2. Objectives appropriate to your grade level.	Low	
	2	
	3	2
	4	1
	High	
3. To what degree were the objectives grouped.	Little	
	2	1
	3	2
	4	
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	
	2	2
	3	1
	4	
	High	
5. To what degree are materials well organized.	Poor	
	2	2
	3	1
	4	
	Well	
6. To what degree are materials organized to fit your grade level.	Poor	
	2	1
	3	2
	4	
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	
	2	3
	3	
	4	
	Clear	
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	3
	4	
	Hard	

Criteria	Scale	Group 3
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	2
	3	1
	4	
	Hard	
10. Are there any supplementary materials.	Yes	3
	No	
11. If No should there be.	Yes	-
	No	
12. Overall effectiveness for your grade level.	Low	
	2	1
	3	2
	4	
	High	
13. Need to be modified before used in classroom.	Yes	3
	No	
14. If Yes, to what degree.	Little	
	2	
	3	1
	4	2
	Much	
15. Would you use these materials without modification.	Yes	
	Maybe	
	No	3

Table 33
Career Development Through Industrial Arts Experience
(Group 3--Item 6)

Criteria	Scale	Groups			Total
		3	7	8	
1. Objectives clearly stated.	Unclear	1			1
	2		1		1
	3	2	2	3	7
	4				
	Clear	1	1	1	3
2. Objectives appropriate to your grade level.	Low				
	2		1		1
	3	1	2	2	5
	4				
	High	3	1	2	6
3. To what degree were the objectives grouped.	Little	1		1	2
	2	1	1		2
	3	1	1	1	3
	4		1		1
	Much	1		1	1
4. Compared to other materials how would you rate the usability of the objectives.	Low	2	1	1	4
	2		1	1	2
	3	2	1	1	4
	4			1	1
	High		1		1
5. To what degree are materials well organized.	Poor	1			1
	2		1	1	2
	3	3	1	1	5
	4		1	1	2
	Well		1	1	2
6. To what degree are materials organized to fit your grade level.	Poor	3	2	1	6
	2			1	1
	3	1	1		2
	4		1	1	2
	High			1	1
7. To what degree are the classroom activities clearly stated.	Unclear	2	1		3
	2	1			1
	3	1	1	3	5
	4				
	Clear		2	1	3
8. To what degree are the classroom activities appropriate for your grade level.	Easy				
	2	2			2
	3			2	2
	4	2		1	3
	Hard	2	1	1	4

Criteria	Scale	Groups			Total
		3	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy				
	2				
	3		1	1	2
	4	3	1	2	6
	Hard	1	1	1	3
10. Are there any supplementary materials.	Yes	3	1	2	6
	No		3	1	4
11. If No should there be.	Yes	1			1
	No		2		2
12. Overall effectiveness for your grade level.	Low	3	2	1	6
	2	1		1	2
	3				
	4		2	1	3
	High			1	1
13. Need to be modified before used in classroom.	Yes	3	3	3	9
	No		1		1
14. If Yes, to what degree.	Little			1	1
	2				
	3			2	2
	4	1	1		2
	Much	3	2		5
15. Would you use these materials without modification.	Yes			2	2
	Maybe	1		1	2
	No	3	4	1	8

Table 34
Career Orientation Program--7th & 8th Grade*
(Group 3--Items 8&9)

Criteria	Scale	Groups							Total
		2	3	4	5	6	7	8	
1. Objectives clearly stated.	Unclear							2	2
	2		1				1		2
	3	2	1	1		1	3		8
	4	1		2			1		4
	Clear	1	2	5	6	7			21
2. Objectives appropriate to your grade level.	Low								
	2				1	2	1		4
	3	4	4	6	5	5	3		27
	4			1		1	1	1	4
	High			1				1	2
3. To what degree were the objectives grouped.	Little					1			1
	2			1	1	1			3
	3	4	4	6	3	6	4		27
	4						1		1
	Much							1	1
4. Compared to other materials how would you rate the usability of the objectives.	Low						3	2	5
	2	1	1			3	2		7
	3	3	2	1		1			7
	4			4	4	4			12
	High		1	3	2				6
5. To what degree are materials well organized.	Poor					1		1	2
	2		1	1					2
	3	1	2	1	1			3	9
	4	1		2	1	1	2	1	8
	Well	2	1	4	3	6	2		18
6. To what degree are materials organized to fit your grade level.	Poor			1		1	1		3
	2			1		1	1		3
	3	2	2	2	5	2	2	2	17
	4			2	1		1	1	5
	High	2	1	2		4			9
7. To what degree are the classroom activities clearly stated.	Unclear					2			2
	2		2	1		1	2		6
	3	1	1	1				1	4
	4			1	1		2	2	6
	Clear	3	1	5	5	5	1		20
8. To what degree are the classroom activities appropriate for your grade level.	Easy					1	1		2
	2	1	1		2	5			9
	3	3	2	5	4	2	3	3	22
	4		1	1					2
	Hard			1			1		2

*More than four evaluations per group due to evaluation by parts across groups.

Criteria	Scale	Groups 2	3	4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			2	2	1	1		6
	2		1	2	3	3		1	10
	3	2	2		1	2	2	2	11
	4			4		2			6
	Hard	2					2		4
10. Are there any supplementary materials.	Yes	3	3	1	5	8	3	2	25
	No			7	1		2		10
11. If No should there be.	Yes								
	No			6					6
12. Overall effectiveness for your grade level.	Low		1	2		4	2		9
	2	1	2		1	3	1	1	9
	3	2	1	2	4	1	1	2	13
	4			2	1		1		4
	High	1		2					3
13. Need to be modified before used in classroom.	Yes	3	3	3	4	7	4	2	26
	No	1	1	5	2	1	1	1	12
14. If Yes, to what degree.	Little			1					1
	2	1				2		1	4
	3	1	2	1	1			1	6
	4			1	1	3	2		7
	Much			1		4	2		7
15. Would you use these materials without modification.	Yes	2		4	2		1		9
	Maybe	2		2	3	1		1	9
	No		4	2	1	6	4	2	19

Table 35
Exploring Occupations
(Group 3--Item 14)

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
1. Objectives clearly stated.	Unclear		2				1	3
	2							
	3				1	2		3
	4	1	1	3		1	1	7
	Clear	2	1	1	3	1		8
2. Objectives appropriate to your grade level.	Low							
	2			1				1
	3	3	3	3	2	3	1	15
	4				2			2
	High							
3. To what degree were the objectives grouped.	Little		2	1				3
	2		1		1			2
	3	3	1	3	2	2	1	12
	4				1			1
	Much					1		1
4. Compared to other materials how would you rate the usability of the objectives.	Low		1			1		2
	2	1	1				1	3
	3			2	1	1	1	5
	4	2	2	1	1	1		7
	High	1		1	1	1		4
5. To what degree are materials well organized.	Poor		1					1
	2	1	1				1	3
	3			1	2		1	4
	4		2	2	1	2		7
	Well	3		1		2		6
6. To what degree are materials organized to fit your grade level.	Poor		1			1		2
	2		1	2				3
	3	1		1	2	1	2	7
	4		2		1	1		4
	High	3		1		1		5
7. To what degree are the classroom activities clearly stated.	Unclear		1					1
	2		1		1		1	3
	3	1		1	1			3
	4		2	1		2		5
	Clear	3		2	1	2	1	9
8. To what degree are the classroom activities appropriate for your grade level.	Easy							
	2			2				2
	3	4	3	2	2	2	2	15
	4		1		1	1		3
	Hard					1		1

		Groups						
Criteria	Scale	3	4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		1				2
	2					1	1	2
	3	4			1		1	6
	4		1	2	1	1		5
	Hard		3	1	1	2		7
10. Are there any supplementary materials.	Yes	4	2	3	3	4	2	18
	No		2	1				3
11. If No should there be.	Yes		1					1
	No			1				1
12. Overall effectiveness for your grade level.	Low		1					1
	2	1	1	1		1		4
	3			2	2	1	2	7
	4		2		1			3
	High	3		1		2		6
13. Need to be modified before used in classroom.	Yes	2	3	3	2	3	2	15
	No	2	1	1	1	1		6
14. If Yes, to what degree.	Little	1		1		1		3
	2		1					1
	3			1	1		2	4
	4	1	1		1	1		4
	Much		2	2		1		5
15. Would you use these materials without modification.	Yes	2		1	1			4
	Maybe	1		1		1	1	4
	No	1	4	2	2	3	1	13

Table 36
Finding Your Orbit
(Group 3--Item 15)

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
1. Objectives clearly stated.	Unclear		1					1
	2	2				1		3
	3	1		1	2	1	1	6
	4	1	1	2	2	1	1	8
	Clear		2	1		1	1	5
2. Objectives appropriate to your grade level.	Low			1				1
	2			1	1		1	3
	3	3	4	2	3	4	2	18
	4	1						1
	High							
3. To what degree were the objectives grouped.	Little	2	1	1				4
	2				1		1	2
	3	2	2	3	2	3	2	14
	4				1			1
	Much							
4. Compared to other materials how would you rate the usability of the objectives.	Low		1					1
	2	2						2
	3	1		3	2		2	8
	4	1	2			2		5
	High		1		2	1	1	5
5. To what degree are materials well organized.	Poor		1					1
	2		1	1				2
	3	1		1	3	2	1	8
	4	1		1		1		3
	Well	1	2	1	1	1	3	9
6. To what degree are materials organized to fit your grade level.	Poor		1	1				2
	2	1	1	1	1			4
	3			2	2	2		6
	4	2	2		1	2		7
	High	1					3	4
7. To what degree are the classroom activities clearly stated.	Unclear		1			1		2
	2				1			1
	3	2	1	1				4
	4	1		1		2	2	6
	Clear	1	1	2	3	1	2	10
8. To what degree are the classroom activities appropriate for your grade level.	Easy		1	1	1			3
	2			3			1	4
	3	3	2		3	3	3	14
	4	1				1		2
	Hard							

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		2	1	1		5
	2	1	1	1	4	2	1	10
	3	2	1			1	3	7
	4		1					1
	Hard			1				1
10. Are there any supplementary materials.	Yes	1	1	2	1	2	1	8
	No	3	3	2	3	2	2	15
11. If No should there be.	Yes	2		1	1	1	1	6
	No	1	3	1	2	1		8
12. Overall effectiveness for your grade level.	Low		1	1	1		1	4
	2	1	1	2	1	1		6
	3	1		1	2			4
	4	1				2	3	6
	High	1	2			1		4
13. Need to be modified before used in classroom.	Yes	2	1	3	3	1		10
	No	2	3	1	1	3	3	13
14. If Yes, to what degree.	Little		1					1
	2	1		1				2
	3		1	1				2
	4			1	4			5
	Much	1	1					2
15. Would you use these materials without modification.	Yes	1	1			1	2	5
	Maybe	1	1		1			3
	No	2	2	4	3	3	1	15

Table 37
Guide for Occupational Orientation--T.E.A.
(Group 3--Item 16)

Criteria	Scale	Group 3
1. Objectives clearly stated.	Unclear	
	2	
	3	2
	4	
	Clear	2
2. Objectives appropriate to your grade level.	Low	
	2	
	3	3
	4	
	High	
3. To what degree were the objectives grouped.	Little	
	2	
	3	3
	4	
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	
	2	
	3	2
	4	1
	High	1
5. To what degree are materials well organized.	Poor	
	2	
	3	1
	4	2
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	
	2	
	3	3
	4	1
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	1
	2	
	3	
	4	2
	Clear	1
8. To what degree are the classroom activities appropriate for your grade level.	Easy	1
	2	1
	3	2
	4	
	Hard	

		Group
Criteria	Scale	3
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	1
	3	2
	4	
	Hard	
10. Are there any supplementary materials.	Yes	3
	No	
11. If No should there be.	Yes	-
	No	-
12. Overall effectiveness for your grade level.	Low	
	2	
	3	3
	4	1
	High	
13. Need to be modified before used in classroom.	Yes	1
	No	3
14. If Yes, to what degree.	Little	
	2	1
	3	
	4	
	Much	
15. Would you use these materials without modification.	Yes	
	Maybe	2
	No	1

Table 28
McGraw Hill Leaflets
(Group 3--Item 19)

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
1. Objectives clearly stated.	Unclear	1			2			3
	2		1		2			3
	3	2		2				4
	4							
	Clear						1	1
2. Objectives appropriate to your grade level.	Low				4			4
	2							
	3	3	1	2			1	7
	4							
	High							
3. To what degree were the objectives grouped.	Little				4			4
	2							
	3	2	1	2			1	6
	4							
	Much							
4. Compared to other materials how would you rate the usability of the objectives.	Low				4			4
	2	1		1				2
	3	2		1			1	4
	4							
	High		1				1	2
5. To what degree are materials well organized.	Poor				1		1	2
	2	1						1
	3	2	1				1	4
	4		1		3	1	2	7
	Well	1				2		3
6. To what degree are materials organized to fit your grade level.	Poor				4			4
	2	1						1
	3	2		2		1		5
	4						2	2
	High	1				2	2	5
7. To what degree are the classroom activities clearly stated.	Unclear					1		1
	2	1			3		1	5
	3	2	1		1			4
	4							
	Clear	1		2		2	1	6
8. To what degree are the classroom activities appropriate for your grade level.	Easy			1	4			5
	2	2		1				3
	3	2				3	2	7
	4		1					1
	Hard							

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		2	4	2		9
	2	2	1			1		4
	3	1					2	3
	4							
	Hard							
10. Are there any supplementary materials.	Yes					1		1
	No	4	1	2	4	1	3	15
11. If No should there be.	Yes				1	1		2
	No	4	1		3	1	1	10
12. Overall effectiveness for your grade level.	Low				4			4
	2	2		1				3
	3	1		1			1	3
	4		1			1	1	3
	High	1				2	2	5
13. Need to be modified before used in classroom.	Yes	1		1	4			6
	No	3	1	1		3	3	11
14. If Yes, to what degree.	Little							
	2							
	3			1			1	2
	4							
	Much				4			4
15. Would you use these materials without modification.	Yes	2	1			3	4	10
	Maybe	2		2				4
	No				4			4

Table 39
People and Choices--Career Folios
(Group 3--Item 24)

		Groups						
Criteria	Scale	3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear				2			2
	2	1	1	1				3
	3	1		3	1			5
	4	1	2					3
	Clear	1	1			2	2	6
2. Objectives appropriate to your grade level.	Low			2	2			4
	2	1	1	1	1			4
	3	3	2	1		2	1	9
	4							
	High							
3. To what degree were the objectives grouped.	Little	1		2	1			4
	2	1	1	2	1			5
	3	2	1		1	2	1	7
	4							
	Much							
4. Compared to other materials how would you rate the usability of the objectives.	Low	1			1			2
	2	1	1	2	1		1	6
	3		2	2				4
	4	1	1				1	3
	High	1				2		3
5. To what degree are materials well organized.	Poor							
	2	2			1			3
	3	1	1	3	1			6
	4	1	2				2	5
	Well		1			2		3
6. To what degree are materials organized to fit your grade level.	Poor		1	3	1			5
	2		1	1	1			3
	3		1			2		3
	4	3	1				2	6
	High		1					1
7. To what degree are the classroom activities clearly stated.	Unclear		1		1			2
	2	1	2	1	1			5
	3	1	1	2		1		5
	4	1						1
	Clear	1		1				2
8. To what degree are the classroom activities appropriate for your grade level.	Easy		2	3	1			6
	2	1		1	1	1		4
	3	2	1					3
	4							
	Hard							

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	2		1	1			4
	2	1	1	1	1	2		6
	3	1	2	1				4
	4			1				1
	Hard							
10. Are there any supplementary materials.	Yes	1		2				3
	No	3	4	2	3	2	2	16
11. If No should there be.	Yes	2	2		2			6
	No		2	1	1	2	2	8
12. Overall effectiveness for your grade level.	Low	1	1	3	2			7
	2				1		1	2
	3		2	1		1		4
	4	2				1		3
	High	1						1
13. Need to be modified before used in classroom.	Yes	1	2	4	3			10
	No	3	2			2		7
14. If Yes, to what degree.	Little							
	2	1						1
	3			1				1
	4		1	1	2			4
	Much		1	2	1			4
15. Would you use these materials without modification.	Yes	1	1			2		4
	Maybe	1						1
	No	2	3	4	3			12

Table 40
Resource Guide for Career Development in Junior High School
(Group 3--Item 26)

Criteria	Scale	Group 3
1. Objectives clearly stated.	Unclear	
	2	1
	3	
	4	1
	Clear	2
2. Objectives appropriate to your grade level.	Low	
	2	
	3	2
	4	1
	High	
3. To what degree were the objectives grouped.	Little	
	2	1
	3	2
	4	1
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	
	2	
	3	1
	4	2
	High	1
5. To what degree are materials well organized.	Poor	
	2	1
	3	1
	4	1
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	
	2	1
	3	1
	4	1
	High	1
7. To what degree are the classroom activities clearly stated.	Unclear	
	2	
	3	3
	4	
	Clear	1
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	1
	4	2
	Hard	1

Criteria	Scale	Group 3
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1
	2	
	3	1
	4	2
	Hard	
10. Are there any supplementary materials.	Yes	3
	No	
11. If No should there be.	Yes	-
	No	-
12. Overall effectiveness for your grade level.	Low	
	2	1
	3	1
	4	1
	High	1
13. Need to be modified before used in classroom.	Yes	3
	No	1
14. If Yes, to what degree.	Little	
	2	1
	3	1
	4	1
	Much	
15. Would you use these materials without modification.	Yes	
	Maybe	2
	No	2

Table 41
The Greatest Business in the World
(Group 3--Item 27)

Criteria	Scale	Groups 3	5	6	7	Total
1. Objectives clearly stated.	Unclear	1	1	1		3
	2	1	1			2
	3			1		1
	4		1			1
	Clear	1			1	2
2. Objectives appropriate to your grade level.	Low					
	2	1		1		2
	3	1	3	1	1	6
	4					
	High					
3. To what degree were the objectives grouped.	Little		1			1
	2		2	1		3
	3	2		1	1	4
	4					
	Much					
4. Compared to other materials how would you rate the usability of the objectives.	Low		1	1		2
	2	1	1			2
	3		1			1
	4	1		1		2
	High				1	1
5. To what degree are materials well organized.	Poor					
	2	1	1	1		3
	3		1	1		2
	4		1			1
	Well	2			1	3
6. To what degree are materials organized to fit your grade level.	Poor					
	2			1		1
	3	1	1			2
	4	2	1	1		4
	High		1		1	2
7. To what degree are the classroom activities clearly stated.	Unclear			2		2
	2		2			2
	3	1	1			2
	4					
	Clear					
8. To what degree are the classroom activities appropriate for your grade level.	Easy					
	2		1			1
	3	1	2			3
	4					
	Hard					

Criteria	Scale	Groups				Total
		3	5	6	7	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			1		1
	2		2			2
	3	1				1
	4		1			1
	Hard					
10. Are there any supplementary materials.	Yes	1	3			4
	No	2		2	1	5
11. If No should there be.	Yes			1		1
	No	2		1	1	4
12. Overall effectiveness for your grade level.	Low	1				1
	2		1	1		2
	3	2	1		1	4
	4		1	1		2
	High					
13. Need to be modified before used in classroom.	Yes		3	1		4
	No	3		1	1	5
14. If Yes, to what degree.	Little					
	2	3	1			4
	3		1			1
	4					
	Much		1	1		2
15. Would you use these materials without modification.	Yes	1				1
	Maybe	2	1	1		4
	No		2	1	1	4

Table 42
The Social Contribution of Work
(Group 3--Item 28)

Criteria	Scale	Groups 3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear	1				1		2
	2	1						1
	3					2	3	5
	4	1	2	2	1		1	7
	Clear	1	2	1	3	1		8
2. Objectives appropriate to your grade level.	Low						1	1
	2							
	3	1	1	2	4	1	1	10
	4	2	3	1		1	2	9
	High	1				1		2
3. To what degree were the objectives grouped.	Little						2	2
	2	2						2
	3	1	3	3	4	1	1	13
	4	1	1			1	1	4
	Much					1		1
4. Compared to other materials how would you rate the usability of the objectives.	Low					1	1	2
	2	2	1			1	1	5
	3	1	2	1			1	5
	4			2		1	1	4
	High	1	1		4			6
5. To what degree are materials well organized.	Poor							
	2	1	1				1	3
	3	2	1				3	6
	4		2	4	1	2		9
	Well	1			3	1		5
6. To what degree are materials organized to fit your grade level.	Poor					1		1
	2	2				1	2	5
	3	1	1	1	1		2	6
	4		3	2	1			6
	High	1			2	1		4
7. To what degree are the classroom activities clearly stated.	Unclear							
	2	2						2
	3	1	1					2
	4		3	2	1	2	1	9
	Clear	1		1	3	1	3	9
8. To what degree are the classroom activities appropriate for your grade level.	Easy							
	2							
	3	1	2	2	2	1	2	10
	4							
	Hard							

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1						1
	2	1			1			2
	3		2	2			1	5
	4	1	2	1	3	2	3	12
	Hard					1		1
10. Are there any supplementary materials.	Yes	3		3	4	3	4	17
	No		4					4
11. If No should there be.	Yes							
	No		3					3
12. Overall effectiveness for your grade level.	Low	2				1	2	5
	2		1			1		2
	3		2	2			1	5
	4	1	1	1	3		1	7
	High	1			1	1		3
13. Need to be modified before used in classroom.	Yes	3	1	2		2	3	11
	No	1	3	1	4	1		10
14. If Yes, to what degree.	Little	1						1
	2	1		1				2
	3		3	1			2	6
	4	1				1		2
	Much	1				1	1	3
15. Would you use these materials without modification.	Yes		1		4		1	6
	Maybe		1	3			1	5
	No	3	2			3	2	10

Table 43
Unit I--The World of Work
(Group 3--Item 29)

Criteria	Scale	Groups						Total
		3	4	5	6	7	8	
1. Objectives clearly stated.	Unclear					2		2
	2	1				1	2	4
	3						2	2
	4		2	1	1			4
	Clear	2	2	3	3	1		11
2. Objectives appropriate to your grade level.	Low							
	2							
	3	1	3	4	4	2	2	16
	4					1	1	2
	High	2				1		3
3. To what degree were the objectives grouped.	Little					1		1
	2			1			1	2
	3	2	3	3	4	3	1	16
	4	1						1
	Much							
4. Compared to other materials how would you rate the usability of the objectives.	Low		1			2	1	4
	2	1			1		1	3
	3	1	1	1	3	1	2	9
	4		1	3		1		5
	High	1	1					2
5. To what degree are materials well organized.	Poor							
	2							
	3		1		3	2	2	8
	4	1	1	2		1	2	7
	Well	2	2	2	1	2		9
6. To what degree are materials organized to fit your grade level.	Poor	1						1
	2					2	1	3
	3	2	1	2	4	1	2	12
	4		3	2		1		6
	High						1	1
7. To what degree are the classroom activities clearly stated.	Unclear							
	2					1		1
	3		1		1	2	1	5
	4		1	2			2	5
	Clear	3	2	2	3	1	1	12
8. To what degree are the classroom activities appropriate for your grade level.	Easy							
	2	1		1				2
	3	1	4	3	4	2	2	16
	4	1				2	2	5
	Hard	1						1

Criteria		Scale	Groups						Total
			3	4	5	6	7	8	
9.	To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1						1
		2						1	1
		3	1	1	2	4	2	2	12
		4	1	3	2		1	1	8
		Hard	1				1		2
10.	Are there any supplementary materials.	Yes	3	2	3	4	3	2	17
		No	1	2	1		1		5
11.	If No should there be.	Yes	1	1				1	3
		No		1	1		1		3
12.	Overall effectiveness for your grade level.	Low	2				1	1	4
		2				2	2	1	5
		3		1	1	2		1	5
		4		3	3		1		7
		High	2					1	3
13.	Need to be modified before used in classroom.	Yes	4	1	2	3	3	3	16
		No		3	2	1	1	1	8
14.	If Yes, to what degree.	Little							
		2	1		1			1	3
		3	1	1	2	2		1	7
		4				1	1	1	3
		Much	2	1			2		5
15.	Would you use these materials without modification.	Yes		1	1		1	1	4
		Maybe	1	3	1	1		1	7
		No	3		1	3	3	2	12

Table 44
Vocational Development in Grades Seven, Eight, and Nine
(Group 3--Item 31)

Criteria	Scale	Group 3
1. Objectives clearly stated.	Unclear	2
	2	1
	3	
	4	
	Clear	
2. Objectives appropriate to your grade level.	Low	
	2	
	3	1
	4	
	High	
3. To what degree were the objectives grouped.	Little	
	2	1
	3	
	4	
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	1
	2	
	3	1
	4	
	High	
5. To what degree are materials well organized.	Poor	
	2	1
	3	1
	4	1
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	
	2	2
	3	1
	4	1
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	1
	2	
	3	3
	4	
	Clear	
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	2
	4	2
	Hard	

Criteria	Scale	Group 3
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	
	3	3
	4	1
	Hard	
10. Are there any supplementary materials.	Yes	4
	No	
11. If No should there be.	Yes	-
	No	
12. Overall effectiveness for your grade level.	Low	1
	2	3
	3	
	4	
	High	
13. Need to be modified before used in classroom.	Yes	3
	No	1
14. If Yes, to what degree.	Little	
	2	1
	3	
	4	1
	Much	1
15. Would you use these materials without modification.	Yes	
	Maybe	1
	No	3

Table 45
Your Job and Your Future, Books I & II
(Group 3--Item 35)

Criteria	Scale	Groups 3	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear							
	2				1			1
	3	2			2		1	5
	4	1	2	1			1	5
	Clear	1	2	2	1	2	1	9
2. Objectives appropriate to your grade level.	Low			2	4			6
	2	1	1	1		1		4
	3	3	3			2	3	11
	4							
	High							
3. To what degree were the objectives grouped.	Little			2	4	1		7
	2			1				1
	3	4	4			2	3	13
	4							
	Much							
4. Compared to other materials how would you rate the usability of the objectives.	Low				4			4
	2			2				2
	3	2	1	1			1	5
	4	1	1			2	1	5
	High	1	2			1	1	5
5. To what degree are materials well organized.	Poor	1			1		1	3
	2				1			1
	3				1		2	3
	4	1	3	3	1	2	1	11
	Well	2	1			1		4
6. To what degree are materials organized to fit your grade level.	Poor			2	4			6
	2							
	3			1				1
	4	1	3			1	3	8
	High	3	1			2	1	7
7. To what degree are the classroom activities clearly stated.	Unclear							
	2	1					1	2
	3				1			1
	4	1	1	1				3
	Clear	2	3	1	3	3	3	15
8. To what degree are the classroom activities appropriate for your grade level.	Easy			1	4	1	1	7
	2		2	2			1	5
	3	3	2			2	2	9
	4	1						1
	Hard							

Criteria	Scale	Groups 3	4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1	2	2	3	2	1	11
	2	2	2	1	1	1		7
	3						3	3
	4							
	Hard							
10. Are there any supplementary materials.	Yes		1	1			1	3
	No	4	3	2	4	3	2	18
11. If No should there be.	Yes	1			4		1	6
	No	3	3			1		7
12. Overall effectiveness for your grade level.	Low			2	4		1	7
	2		1			1		2
	3	1		1			1	3
	4	1	1				1	3
	High	2	1			2	1	6
13. Need to be modified before used in classroom.	Yes			3	3	1	2	9
	No	4	4			2	2	12
14. If Yes, to what degree.	Little						1	1
	2							
	3							
	4			1				1
	Much			2	2	1		5
15. Would you use these materials without modification.	Yes	4	3			2	2	11
	Maybe		1					1
	No			3	2	1	1	7

Table 46
Career Education Resource Guide K-H.S.
(Group 4--Item 1)

Criteria	Scale	Groups					Total
		4	5	6	7	8	
1. Objectives clearly stated.	Unclear						
	2				2	1	3
	3		2				2
	4			1		1	2
	Clear	4	2	3	2	1	12
2. Objectives appropriate to your grade level.	Low						
	2		1	1			2
	3	4	3	3	2	3	15
	4						
	High				1		1
3. To what degree were the objectives grouped.	Little		1				1
	2						
	3	4	3	3	2	3	15
	4			1	1		2
	Much				1		1
4. Compared to other materials how would you rate the usability of the objectives.	Low				1		1
	2		1			1	2
	3		1	1	1	1	4
	4	3		1	1		5
	High	1	2	2	1	1	7
5. To what degree are materials well organized.	Poor		1				1
	2					1	1
	3	1		2	1	2	6
	4		2		1		3
	Well	3	1	2	2		8
6. To what degree are materials organized to fit your grade level.	Poor						
	2		1	1	2		4
	3	1	1	1		1	4
	4	2				1	3
	High	1	2	2	2	1	8
7. To what degree are the classroom activities clearly stated.	Unclear						
	2						
	3		1				1
	4	3	1	2	1	3	10
	Clear	1	2	2	3		8
8. To what degree are the classroom activities appropriate for your grade level.	Easy						
	2		1	1			2
	3	3	3	3	2	3	14
	4	1			1		2
	Hard				1		1

Criteria	Scale	Groups					Total
		4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1		1		2
	2		2				2
	3	2	1	2	1	2	8
	4	1		2		1	4
	Hard				2		2
10. Are there any supplementary materials.	Yes	3	3	3	2	2	13
	No	1	1	1	1	1	5
11. If No should there be.	Yes						
	No	1	1	1	1		4
12. Overall effectiveness for your grade level.	Low				1		1
	2		1	1			2
	3		1	1		1	3
	4	4	1	1	1	1	8
	High		1	1	1	1	4
13. Need to be modified before used in classroom.	Yes		3	2	1	1	7
	No	4		2	2	1	9
14. If Yes, to what degree.	Little		2	1			3
	2					1	1
	3	1		1			2
	4			1	1		2
	Much			1			1
15. Would you use these materials without modification.	Yes	3	2		1	1	7
	Maybe		1	1		3	5
	No	1	1	3	3		8

Table 47
Cobb County Occupational and Career Development Program--Geometry
(Group 4--Item 5)

Criteria	Scale	Group 4
1. Objectives clearly stated.	Unclear	
	2	
	3	
	4	1
	Clear	3
2. Objectives appropriate to your grade level.	Low	
	2	
	3	2
	4	2
	High	
3. To what degree were the objectives grouped.	Little	
	2	1
	3	2
	4	1
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	
	2	1
	3	
	4	3
	High	
5. To what degree are materials well organized.	Poor	
	2	1
	3	2
	4	1
	Well	
6. To what degree are materials organized to fit your grade level.	Poor	
	2	
	3	4
	4	
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	
	2	1
	3	1
	4	1
	Clear	1
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	3
	4	
	Hard	1

Criteria		Scale	Group 4
9.	To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1
		2	
		3	
		4	3
		Hard	
10.	Are there any supplementary materials.	Yes	3
		No	1
11.	If No should there be.	Yes	
		No	1
12.	Overall effectiveness for your grade level.	Low	
		2	1
		3	2
		4	1
		High	
13.	Need to be modified before used in classroom.	Yes	3
		No	1
14.	If Yes, to what degree.	Little	
		2	1
		3	1
		4	1
		Much	
15.	Would you use these materials without modification.	Yes	1
		Maybe	
		No	3

Table 48
In Ten Years ...
(Group 4--Item 10)

		Groups					
Criteria	Scale	4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear		1				1
	2						
	3			1		3	4
	4	1	1	1	1		4
	Clear	3	2	2	3		10
2. Objectives appropriate to your grade level.	Low				1		1
	2						
	3	4	4	4	2	1	15
	4				1	2	3
	High						
3. To what degree were the objectives grouped.	Little				1		1
	2		1				1
	3	4	3	3	3	1	14
	4						
	Much			1			1
4. Compared to other materials how would you rate the usability of the objectives.	Low						
	2					1	1
	3	1			1	2	4
	4	1	2	2	2		7
	High	2	2	2	1		7
5. To what degree are materials well organized.	Poor						
	2						
	3		1			1	2
	4	1	1	1	1	1	5
	Well	3	2	3	3	1	12
6. To what degree are materials organized to fit your grade level.	Poor						
	2	1			1		2
	3					1	1
	4		1		2	1	4
	High	3	3	4	1	1	12
7. To what degree are the classroom activities clearly stated.	Unclear						
	2						
	3			1			1
	4	1	1	1	2	1	6
	Clear	3	3	2	2	3	13
8. To what degree are the classroom activities appropriate for your grade level.	Easy				1		1
	2	1					1
	3	2	4	4	2	3	15
	4	1			1	1	3
	Hard						

Criteria	Scale	Groups					Total
		4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	2	2	2	1		7
	2	1	1				2
	3	1	1		2	4	8
	4			2	1		3
	Hard						
10. Are there any supplementary materials.	Yes	4	4	3	2	3	16
	No				2	1	3
11. If No should there be.	Yes						
	No				2		2
12. Overall effectiveness for your grade level.	Low				1		1
	2					1	1
	3				1	1	2
	4	1	1			2	4
	High	2	3	4	2		11
13. Need to be modified before used in classroom.	Yes	1		1	1	2	5
	No	2	4	3	3	1	13
14. If Yes, to what degree.	Little			1			1
	2	1					1
	3			1			1
	4					1	1
	Much				1		1
15. Would you use these materials without modification.	Yes	3	4	3	1	2	13
	Maybe				1	1	2
	No			1	2		3

Table 49
Life Styles and Work--Minnesota
(Group 4--Item 11)

Criteria	Scale	Groups 4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear	1					1
	2				1	2	3
	3				2		2
	4	2	2			1	5
	Clear	1	1	4	1	1	8
2. Objectives appropriate to your grade level.	Low						
	2						
	3		2	4	1	1	8
	4	3	1			2	6
	High	1			3	1	5
3. To what degree were the objectives grouped.	Little	1				1	2
	2					1	1
	3	2	3	4	3	1	13
	4	1				1	2
	Much				1		1
4. Compared to other materials how would you rate the usability of the objectives.	Low	1			1	1	3
	2		2		1	2	5
	3	2	1	1	2		6
	4	1		2			3
	High			1		1	2
5. To what degree are materials well organized.	Poor	1					1
	2	1					1
	3				2	4	6
	4	2	3	2			7
	Well			2	1		3
6. To what degree are materials organized to fit your grade level.	Poor	1			1		2
	2					2	2
	3	1		1	1	1	4
	4	2	3	2	1	1	9
	High			1			1
7. To what degree are the classroom activities clearly stated.	Unclear	1					1
	2						
	3	1			1	1	3
	4	1	2			2	5
	Clear	1	1	4	2	1	9
8. To what degree are the classroom activities appropriate for your grade level.	Easy						
	2						
	3	2	2	2	1	1	8
	4	2	1	2	1	2	8
	Hard				1	1	2

Criteria	Scale	Groups 4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy						
	2				1		1
	3	1		2			3
	4	3	1	2	1	1	8
	Hard		2		1	3	6
10. Are there any supplementary materials.	Yes	1	3	4	3	3	14
	No	3					3
11. If No should there be.	Yes						
	No	3					3
12. Overall effectiveness for your grade level.	Low	1			1	2	4
	2	1	2				3
	3	1	1		1	2	5
	4	1		2	1		4
	High			2			2
13. Need to be modified before used in classroom.	Yes	1	3		3	4	11
	No						
14. If Yes, to what degree.	Little	2		4			6
	2		1				1
	3					1	1
	4		2		1	3	6
	Much	2			2		4
15. Would you use these materials without modification.	Yes	1		4			5
	Maybe	2				1	3
	No	1	3		4	3	11

Table 50
Occupational Orientation--Mississippi
(Group 4--Item 14)

Criteria	Scale	Groups					Total
		4	5	6	7	8	
1. Objectives clearly stated.	Unclear				1		1
	2	1					1
	3	1	1	1			3
	4	2	1	1	1	1	6
	Clear		1	2	2	1	6
2. Objectives appropriate to your grade level.	Low						
	2						
	3	4	3	4	2	1	14
	4					1	1
	High				1		1
3. To what degree were the objectives grouped.	Little						
	2	1	2	1			4
	3	2	1	3	3	2	11
	4						
	Much						
4. Compared to other materials how would you rate the usability of the objectives.	Low						
	2	1			2		3
	3	2	1	2		2	7
	4	1	2	1	1		5
	High			1	1		2
5. To what degree are materials well organized.	Poor						
	2	1					1
	3	1	2	1		1	5
	4	2	1	1	1	2	7
	Well			2	3		5
6. To what degree are materials organized to fit your grade level.	Poor				1		1
	2	1					1
	3	1	1	1			3
	4	2	2	2	2	1	9
	High			1	1	2	4
7. To what degree are the classroom activities clearly stated.	Unclear						
	2	1					1
	3	1		1	1		3
	4	2	1	1	1		5
	Clear		2	2	2	2	8
8. To what degree are the classroom activities appropriate for your grade.	Easy						
	2						
	3	3	3	4	2	3	15
	4	1			1		2
	Hard				1		1

Criteria	Scale	Groups					Total
		4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy						
	2			1	1	1	3
	3	1	3	2	2	2	10
	4	2		1			3
	Hard	1			1		2
10. Are there any supplementary materials.	Yes	2	2	3	2	2	11
	No	2	1	1	2	1	7
11. If No should there be.	Yes	2	1		1	1	5
	No			1	1		2
12. Overall effectiveness for your grade level.	Low	1			1		2
	2				1		1
	3	1	1	2	1	2	7
	4	2	1	2		1	6
	High				1		1
13. Need to be modified before used in classroom.	Yes	2	2	2	2	2	10
	No	2		2	2	1	7
14. If Yes, to what degree.	Little		1	1			2
	2		2	1			3
	3				2	1	3
	4	1			1		2
	Much	2					2
15. Would you use these materials without modification.	Yes	1				1	2
	Maybe		3	4			7
	No	3			4	1	8

Table 51
Occupational Oriented Mathematics Curriculum
(Group 4--Item 15)

Criteria	Scale	Group 1
1. Objectives clearly stated.	Unclear	1
	2	1
	3	1
	4	
	Clear	1
2. Objectives appropriate to your grade level.	Low	
	2	1
	3	2
	4	1
	High	
3. To what degree were the objectives grouped.	Little	1
	2	
	3	3
	4	
	Much	
4. Compared to other materials how would you rate the usability of the objectives.	Low	1
	2	
	3	2
	4	
	High	1
5. To what degree are materials well organized.	Poor	1
	2	
	3	2
	4	
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	
	2	1
	3	3
	4	
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	
	2	
	3	2
	4	
	Clear	1
8. To what degree are the classroom activities appropriate for your grade.	Easy	
	2	1
	3	1
	4	1
	Hard	

Criteria	Scale	Group 1
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	1
	3	1
	4	1
	Hard	
10. Are there any supplementary materials.	Yes	
	No	4
11. If No should there be.	Yes	2
	No	1
12. Overall effectiveness for your grade level.	Low	1
	2	1
	3	1
	4	1
	High	
13. Need to be modified before used in classroom.	Yes	1
	No	3
14. If Yes, to what degree.	Little	
	2	1
	3	
	4	
	Much	1
15. Would you use these materials without modification.	Yes	
	Maybe	2
	No	2

Table 52
Satisfactions and Rewards of Work--Minnesota
(Group 4--Item 17)

Criteria	Scale	Groups					Total
		4	5	6	7	8	
1. Objectives clearly stated.	Unclear	1			1		2
	2					2	2
	3	1			1	2	4
	4	2	1				3
	Clear		2	4			6
2. Objectives appropriate to your grade level.	Low						
	2						
	3	3	3	4	1	2	13
	4				1	1	2
	High	1					1
3. To what degree were the objectives grouped.	Little	1					1
	2					1	1
	3	3	3	4	2	1	13
	4						
	Much						
4. Compared to other materials how would you rate the usability of the objectives.	Low				2	1	3
	2		1	1		1	3
	3			2	1	2	5
	4	3	2				5
	High			1			1
5. To what degree are materials well organized.	Poor	1					1
	2	1			1		2
	3			1	1	2	4
	4	2	2	1	1	2	8
	Well		1	2			3
6. To what degree are materials organized to fit your grade level.	Poor	1			2		3
	2	1				2	3
	3			1			1
	4	2	2	3		1	8
	High		1		1	1	3
7. To what degree are the classroom activities clearly stated.	Unclear	1					1
	2				1		1
	3						
	4	3	2	1	1	3	10
	Clear		1	3	1	1	6
8. To what degree are the classroom activities appropriate for your grade level.	Easy						
	2						
	3	4	3	3		2	12
	4			1		1	2
	Hard				2	1	3

Criteria	Scale	Groups					Total
		4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy						
	2		2				2
	3	2		2	1	2	7
	4	2	1	2	1		6
	Hard				1	1	2
10. Are there any aupplementary materials.	Yes	2	3	4	2	4	15
	No	2			1		3
11. If No should there be.	Yes				1		1
	No	2					2
12. Overall effectiveness for your grade level.	Low	1			2		3
	2	1				1	2
	3		2	3		1	6
	4	2	1	1		1	5
	High				1	1	2
13. Need to be modified before used in classroom.	Yes	2	1	2	2	2	9
	No	2	2	1	1	1	7
14. If Yes, to what degree.	Little						
	2					1	1
	3	1	1	2		1	5
	4	1					1
	Much	1			2		3
15. Would you use these materials without modification.	Yes	1		1		1	3
	Maybe	1	1	2		1	5
	No	2	2	1	3	2	10

Table 53
Self Concept Exploration--Minnesota
(Group 4--Item 18)

Criteria	Scale	Groups					Total
		4	5	6	7	8	
1. Objectives clearly stated.	Unclear	1					1
	2	1					1
	3				1		1
	4	2	2			1	5
	Clear		1	4	1	2	8
2. Objectives appropriate to your grade level.	Low						
	2	1					1
	3	2	2	1	2	1	8
	4		1	3		1	5
	High	1				1	2
3. To what degree were the objectives grouped.	Little	1				1	2
	2	1		1			2
	3	2	3	2	2	1	10
	4			1			1
	Much					1	1
4. Compared to other materials how would you rate the usability of the objectives.	Low	1			1	1	3
	2		1				1
	3		2	3			5
	4	3				2	5
	High			1	1		2
5. To what degree are materials well organized.	Poor	1			1		2
	2	1					1
	3			1	1	3	5
	4	2	3	3	1	1	10
	Well						
6. To what degree are materials organized to fit your grade level.	Poor	1			2	1	4
	2	1	1	1			3
	3	1		2		1	4
	4	1	1		1	1	4
	High		1	1			2
7. To what degree are the classroom activities clearly stated.	Unclear	1			1		2
	2						
	3	1				1	2
	4	1	1	1	1	2	6
	Clear	1	2	3	1	1	8
8. To what degree are the classroom activities appropriate for your grade level.	Easy						
	2						
	3		2		1	1	4
	4	2	1	2		1	6
	Hard	2		2	1	2	7

Criteria		Scale	Groups					Total
			4	5	6	7	8	
9.	To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy						
		2						
		3	1	2			2	5
		4	1		4	1		6
		Hard	2	1		2	1	6
10.	Are there any supplementary materials.	Yes	2	3	4	2	3	14
		No	2			1		3
11.	If No should there be.	Yes						
		No	2			1		3
12.	Overall effectiveness for your grade level.	Low	1	1		2	1	5
		2			1			1
		3	1	1			1	3
		4	2	1	1	1	2	7
		High			2			2
13.	Need to be modified before used in classroom.	Yes	1	1	4	2	3	11
		No	3	2		1	1	7
14.	If Yes, to what degree.	Little					1	1
		2						
		3	1		3			4
		4	1	1	1			3
		Much	1			2	1	4
15.	Would you use these materials without modification.	Yes	1	1			1	3
		Maybe	1		3		2	6
		No	2	2	1	3	1	9

Table 54
Significant Others--Minnesota
(Group 4--Item 19)

Criteria	Scale	Groups 4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear	1			1		2
	2	1				2	3
	3				1	1	2
	4	2	1		1		4
	Clear		2	4	1	1	8
2. Objectives appropriate to your grade level.	Low						
	2	1					1
	3	2	3	3		2	10
	4			1	1	1	3
	High	1			2	1	4
3. To what degree were the objectives grouped.	Little	1				1	2
	2					1	1
	3	3	3	4	1	1	12
	4				1		1
	Much				1		1
4. Compared to other materials how would you rate the usability of the objectives.	Low	1			1	1	3
	2				1	1	2
	3		2	1	2		5
	4	3		1			4
	High		1	2		1	4
5. To what degree are materials well organized.	Poor	1					1
	2				1	1	2
	3	1	1	1	1	1	5
	4	2			1	1	4
	Well		2	3	1	1	7
6. To what degree are materials organized to fit your grade level.	Poor	1			1	1	3
	2				2	1	3
	3	2		1	1		4
	4	1	2	1		1	5
	High		1	2		1	4
7. To what degree are the classroom activities clearly stated.	Unclear	1					1
	2						
	3		1		2	1	4
	4	1	1		1	2	5
	Clear	2	1	4	1	1	9
8. To what degree are the classroom activities appropriate for your grade level.	Easy						
	2						
	3	3	3	4	1	2	13
	4				2		2
	Hard	1			1	2	4

		Groups					
Criteria	Scale	4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1				1
	2					1	1
	3	3	2	3	1	1	10
	4			1	2	1	4
	Hard	1			1	1	3
10. Are there any supplementary materials.	Yes		3	4	3	3	13
	No	4			1		5
11. If No should there be.	Yes	1					1
	No	3			1		4
12. Overall effectiveness for your grade level.	Low	1			3	2	6
	2					1	1
	3	1	1	2	1		5
	4	2	2	2		1	7
	High						
13. Need to be modified before used in classroom.	Yes	2	2	1	4	4	13
	No	2	1	3			6
14. If Yes, to what degree.	Little		1			1	2
	2					1	1
	3	1		1	1		3
	4	1	1		1	1	4
	Much	1			2	1	4
15. Would you use these materials without modification.	Yes	1		3			4
	Maybe	1	1			1	3
	No	2	2	1	2	2	9

Table 55
SRA--Job Experience Kits
(Group 4--Item 20)

Criteria	Scale	Groups 4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear	1		1		1	3
	2			1	1		2
	3		1	1			2
	4	2	2	1	1	1	7
	Clear				1		1
2. Objectives appropriate to your grade level.	Low			1	1	1	3
	2						
	3	2	1	1	2	1	7
	4		1				1
	High	1	1				2
3. To what degree were the objectives grouped.	Little				1		1
	2		1			1	2
	3	3	1	2	2		8
	4						
	Much		1				1
4. Compared to other materials how would you rate the usability of the objectives.	Low	1			1		2
	2						
	3			1		2	3
	4	2	2	1	1		6
	High		1		1		2
5. To what degree are materials well organized.	Poor	1					1
	2		1	1			2
	3					4	4
	4	1	1		2		4
	Well	2	1	2	2		7
6. To what degree are materials organized to fit your grade level.	Poor				1		1
	2	1		1			2
	3		3		1	3	7
	4	3					3
	High			2	2		4
7. To what degree are the classroom activities clearly stated.	Unclear						
	2	1					1
	3		1			1	2
	4	1	1	1	1	1	5
	Clear	1	1	3	3	1	9
8. To what degree are the classroom activities appropriate for your grade level.	Easy			1	1		2
	2		3	1	1		5
	3	2		2	2	2	8
	4						
	Hard	1					1

Criteria	Scale	Groups					Total
		4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy			3	1		4
	2	1	2	1	2		6
	3	1			1	2	4
	4						
	Hard	1					1
10. Are there any supplementary materials.	Yes					3	3
	No	4	2	4	4		14
11. If No should there be.	Yes		1	1	2		4
	No	4	1	3	2		10
12. Overall effectiveness for your grade level.	Low	1		1			2
	2		1	1		1	3
	3				1	1	2
	4	3	1	1	3	1	9
	High		1	1			2
13. Need to be modified before used in classroom.	Yes	1	1	2	3	1	8
	No	3	2	1	1	2	9
14. If Yes, to what degree.	Little						
	2	1			2		3
	3						
	4.	1	1		1		3
	Much	1		1	1		3
15. Would you use these materials without modification.	Yes	3		2	2	1	8
	Maybe		1		1	1	3
	No	1	2	2	1	1	7

Table 56
Texas Health Careers Program
(Group 4--Item 21)

Criteria	Scale	Groups					Total
		4	5	6	7	8	
1. Objectives clearly stated.	Unclear			2			2
	2	1					1
	3		1	1	1		3
	4		1				1
	Clear	1		2	1	1	5
2. Objectives appropriate to your grade level.	Low						
	2						
	3	2	2	4	2	1	11
	4						
	High						
3. To what degree were the objectives grouped.	Little		1				1
	2						
	3	1	1	3	1	1	7
	4			1			1
	Much						
4. Compared to other materials how would you rate the usability of the objectives.	Low			1			1
	2			1	1		2
	3		2	1			3
	4	2					2
	High			1	1	1	3
5. To what degree are materials well organized.	Poor						
	2			1			1
	3	1	1	1	1		4
	4	1	1	1		1	4
	Well			1	1	1	3
6. To what degree are materials organized to fit your grade level.	Poor						
	2						
	3		1	2	1		4
	4	2	1	1			4
	High			1	1	2	4
7. To what degree are the classroom activities clearly stated.	Unclear		1	2			3
	2			1		1	2
	3					1	1
	4		1				1
	Clear			1	2		3
8. To what degree are the classroom activities appropriate for your grade level.	Easy			1			1
	2		1		1		2
	3		1	2	1	1	5
	4						
	Hard						

Criteria	Scale	Groups 4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	1	1		3
	2		1				1
	3					1	1
	4			1			1
	Hard				1		1
10. Are there any supplementary materials.	Yes	1	2	2		2	7
	No	1		2	2		5
11. If No should there be.	Yes			1	1		2
	No			1	1		2
12. Overall effectiveness for your grade level.	Low						
	2		1	2	1		4
	3	1		1			2
	4	1	1			2	4
	High			1	1		2
13. Need to be modified before used in classroom.	Yes		1	2	1		4
	No	2	1	2	1	2	8
14. If Yes, to what degree.	Little				1		1
	2						
	3				1		1
	4			2			2
	Much			1			1
15. Would you use these materials without modification.	Yes	2	1	1	2	2	8
	Maybe			1	1		2
	No		1	2			3

Table 57
What Job for Me?
(Group 4--Item 24)

Criteria	Scale	Groups 4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear	1		3			4
	2						
	3		1			1	2
	4	1	2			1	4
	Clear	1			1		2
2. Objectives appropriate to your grade level.	Low		2	3	1	1	7
	2	1	1				2
	3	2					2
	4						
	High						
3. To what degree were the objectives grouped.	Little	1		3	1	1	6
	2		2				2
	3	2				1	3
	4						
	Much						
4. Compared to other materials how would you rate the usability of the objectives.	Low			2			2
	2	1	1				2
	3		2	1	1	1	5
	4	1					1
	High	1					1
5. To what degree are materials well organized.	Poor						
	2	1		1			2
	3	1	2	1		1	5
	4	1	1	1	1	2	6
	Well	1	1		2		4
6. To what degree are materials organized to fit your grade level.	Poor		1		1	1	3
	2		3	2			5
	3	1		1			2
	4	2			1	2	5
	High	1			1		2
7. To what degree are the classroom activities clearly stated.	Unclear	1				1	2
	2	1	1				2
	3	1	1			2	4
	4		1	1	1		3
	Clear		1	2	2		5
8. To what degree are the classroom activities appropriate for your grade level.	Easy		3	2	1	1	7
	2	2	1	1		1	5
	3	1			2	1	4
	4						
	Hard						

		Groups					
Criteria	Scale	4	5	6	7	8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		3	3	1	2	9
	2	1	1		2		4
	3	2				1	3
	4						
	Hard						
10. Are there any supplementary materials.	Yes						
	No	4	4	3	3	1	15
11. If No should there be.	Yes	2	1	1			4
	No	2	2	2	3		9
12. Overall effectiveness for your grade level.	Low		3	2	1	1	7
	2	2	1	1	1		5
	3	1				1	2
	4					2	2
	High	1			1		2
13. Need to be modified before used in classroom.	Yes	2	4	1			7
	No	2		2	3	3	10
14. If Yes, to what degree.	Little						
	2	1			1		2
	3		2				2
	4	1					1
	Much		2	1			3
15. Would you use these materials without modification.	Yes	2			2		4
	Maybe	1		1		1	3
	No	1	4	2	1	1	9

Table 58
Women and the World of Work--Minnesota
(Group 4--Item 25)

Criteria	Scale	Groups 4	5	6	7	8	Total
1. Objectives clearly stated.	Unclear	1					1
	2				1	2	3
	3				1	1	2
	4	2	1		1	1	5
	Clear	1	2	4	1		8
2. Objectives appropriate to your grade level.	Low				1		1
	2						
	3	4	3	4	2	1	14
	4					2	2
	High				1	1	2
3. To what degree were the objectives grouped.	Little					1	1
	2	1					1
	3	3	3	4	2	2	14
	4					1	1
	Much				2		2
4. Compared to other materials how would you rate the usability of the objectives.	Low	1			2		3
	2		1	3	1		5
	3	1	1		1	4	7
	4	1	1				2
	High	1		1			2
5. To what degree are materials well organized.	Poor						
	2				1	1	2
	3	1				3	4
	4	1	3	1	2		7
	Well	2		3	1		6
6. To what degree are materials organized to fit your grade level.	Poor				2		2
	2					1	1
	3	1	1			1	3
	4	2	2	2	2		8
	High	1		2		1	4
7. To what degree are the classroom activities clearly stated.	Unclear				1		1
	2				1		1
	3					1	1
	4	2	1		1	2	6
	Clear	2	2	4	1	1	10
8. To what degree are the classroom activities appropriate for your grade level.	Easy						
	2						
	3	3	2	4	3	1	13
	4	1	1			2	4
	Hard				1	1	2

Criteria	Scale	Groups					Total
		4	5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy						
	2			1	1		2
	3	2	1		1	2	6
	4	2	2	2	1	1	8
	Hard			1	1	1	3
10. Are there any supplementary materials.	Yes	1	3	4	3	3	14
	No	3			1	1	5
11. If No should there be.	Yes						
	No				1		1
12. Overall effectiveness for your grade level.	Low	1			2	1	4
	2		1				1
	3				1	2	3
	4	2	2		1		5
	High	1		4		1	6
13. Need to be modified before used in classroom.	Yes	1	2	3	3	2	11
	No	3	1	1	1	1	7
14. If Yes, to what degree.	Little						
	2		1				1
	3	1		1		2	4
	4		1	2	1		4
	Much	1			2		3
15. Would you use these materials without modification.	Yes	2		1	1		4
	Maybe	1	2	3		1	7
	No	1	1		3	1	6

Table 59
Leaflets--T.E.C.
(Group 5--Item 7)

Criteria	Scale	Groups				Total
		5	6	7	8	
1. Objectives clearly stated.	Unclear	3	1			4
	2					
	3					
	4					
	Clear			1		1
2. Objectives appropriate to your grade level.	Low	2				2
	2	1				1
	3		1	2		3
	4					
	High					
3. To what degree were the objectives grouped.	Little	1				1
	2	1				1
	3	1	1	2		4
	4					
	Much					
4. Compared to other materials how would you rate the usability of the objectives.	Low	1				1
	2	1	1			2
	3	1				1
	4					
	High			2		2
5. To what degree are materials well organized.	Poor					
	2					
	3	3	1			4
	4	1	1		1	3
	Well			2		2
6. To what degree are materials organized to fit your grade level.	Poor	2				2
	2					
	3	2	2			4
	4				1	1
	High			2		2
7. To what degree are the classroom activities clearly stated.	Unclear	2	1			3
	2	1				1
	3			1		1
	4					
	Clear					
8. To what degree are the classroom activities appropriate for your grade level.	Easy	3				3
	2					
	3			1		1
	4					
	Hard					

Criteria	Scale	Groups				Total
		5	6	7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested	Easy	1				1
	2					
	3			1		1
	4					
	Hard					
10. Are there any supplementary materials.	Yes				1	1
	No	4	2	2		8
11. If No should there be.	Yes	2	2	1		5
	No	1		1		2
12. Overall effectiveness for your grade level.	Low	4			1	5
	2					
	3		2			2
	4				1	1
	High			2		2
13. Need to be modified before used in classroom.	Yes	2			1	3
	No	2	1	2	1	6
14. If Yes, to what degree.	Little			1		1
	2					
	3					
	4					
	Much	4				4
15. Would you use these materials without modification.	Yes		2	2	1	5
	Maybe					
	No	4				4

Table 60
Social Studies--Compton, California
(Group 5--Item 20)

Criteria	Scale	Group 5
1. Objectives clearly stated.	Unclear	
	2	
	3	
	4	
	Clear	3
2. Objectives appropriate to your grade level.	Low	
	2	
	3	3
	4	
	High	
3. To what degree were the objectives grouped.	Little	
	2	1
	3	2
	4	
	Much	
4. Compated to other materials how would you rate the usability of the objectives.	Low	
	2	1
	3	1
	4	1
	High	
5. To what degree are materials well organized.	Poor	
	2	1
	3	2
	4	
	Well	
6. To what degree are materials organized to fit your grade level.	Poor	
	2	
	3	2
	4	1
	High	
7. To what degree are the classroom activities clearly stated.	Unclear	1
	2	
	3	2
	4	
	Clear	
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	1
	4	2
	Hard	

Criteria	Scale	Group 5
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	
	2	
	3	
	4	2
	Hard	1
10. Are there any supplementary materials.	Yes	3
	No	
11. If No should there be.	Yes	-
	No	-
12. Overall effectiveness for your grade level.	Low	1
	2	1
	3	1
13. Need to be modified before used in classroom.	Yes	3
	No	
14. If Yes, to what degree.	Little	
	2	
	3	
	4	2
	Much	1
15. Would you use these materials without modification.	Yes	
	Maybe	
	No	3

Table 61
The OCCUPAC Project
(Group 5--Item 25)

Criteria	Scale	Group 5
1. Objectives clearly stated.	Unclear	-
	2	-
	3	-
	4	-
	Clear	-
2. Objectives appropriate to your grade level.	Low	-
	2	-
	3	-
	4	-
	High	-
3. To what degree were the objectives grouped.	Little	-
	2	-
	3	-
	4	-
	Much	-
4. Compared to other materials how would you rate the usability of the objectives.	Low	-
	2	-
	3	-
	4	-
	High	-
5. To what degree are materials well organized.	Poor	
	2	
	3	
	4	
	Well	1
6. To what degree are materials organized to fit your grade level.	Poor	
	2	
	3	
	4	
	High	1
7. To what degree are the classroom activities clearly stated.	Unclear	
	2	
	3	
	4	
	Clear	1
8. To what degree are the classroom activities appropriate for your grade level.	Easy	
	2	
	3	1
	4	
	Hard	

Criteria	Scale	Group 5
9. To what degree will it be reasonable (in time and effort) to carry out suggested classroom activities.	Easy	1
	2	
	3	
	4	
	Hard	
10. Are there any supplementary materials.	Yes	1
	No	
11. If No should there be.	Yes	-
	No	-
12. Overall effectiveness for your grade level.	Low	
	2	
	3	
	4	
	High	1
13. Need to be modified before used in classroom.	Yes	
	No	1
14. If Yes, to what degree	Little	-
	2	-
	3	-
	4	-
	Much	-
15. Would you use these materials without modification.	Yes	1
	Maybe	
	No	

Table 62
U.S. Dept. of Labor Leaflets
(Group 5--Item 27)

Criteria	Scale	Groups				Total
		5	6	7	8	
1. Objectives clearly stated.	Unclear					
	2	2	1			3
	3	1	1			2
	4					
	Clear			1		1
2. Objectives appropriate to your grade level.	Low					
	2					
	3	3	2	2		7
	4					
	High					
3. To what degree were the objectives grouped.	Little					
	2					
	3	3	2	2		7
	4					
	Much					
4. Compared to other materials how would you rate the usability of the objectives.	Low	1				1
	2	1				1
	3					
	4		2			2
	High	1		2		3
5. To what degree are materials well organized.	Poor		1			1
	2	1				1
	3	1			1	2
	4	1	1			2
	Well	1	1	2		4
6. To what degree are materials organized to fit your grade level.	Poor					
	2	2	1			3
	3				1	1
	4			1		1
	High	2	2	1		5
7. To what degree are the classroom activities clearly stated.	Unclear	3	1			4
	2					
	3	1	1	1		3
	4					
	Clear					
8. To what degree are the classroom activities appropriate for your grade level.	Easy					
	2					
	3	2	1	1		4
	4					
	Hard					

Criteria	Scale	Groups 5	 6	 7	 8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1	1			2
	2					
	3			1		1
	4					
	Hard					
10. Are there any supplementary materials.	Yes	2		1		3
	No	2	3	1	1	7
11. If No should there be.	Yes		2			2
	No	1	1	1	1	4
12. Overall effectiveness for your grade level.	Low		1			1
	2	1				1
	3	2				2
	4			1	1	2
	High	1	2	1		4
13. Need to be modified before used in classroom.	Yes	2	1			3
	No	2	2	2	1	7
14. If Yes, to what degree.	Little					
	2					
	3	1				1
	4					
	Much	1	1			2
15. Would you use these materials without modification.	Yes	1	2	2	1	6
	Maybe	2	1			3
	No	1				1

Table 63
Careers in Homemaking
(Group 7--Item 2)

Criteria	Scale	Groups 7	Groups 8	Total
1. Objectives clearly stated.	Unclear			
	2			
	3			
	4			
	Clear	1		1
2. Objectives appropriate to your grade level.	Low			
	2			
	3	1		1
	4			
	High			
3. To what degree were the objectives grouped.	Little			
	2			
	3	1		1
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3			
	4			
	High	1		1
5. To what degree are materials well organized.	Poor			
	2		1	1
	3		1	1
	4			
	Well	1		1
6. To what degree are materials organized to fit your grade level.	Poor			
	2		1	1
	3		1	1
	4			
	High	2		2
7. To what degree are the classroom activities clearly stated.	-	-	-	
8. To what degree are the classroom activities appropriate for your grade level.	-	-	-	

Criteria	Scale	Groups 7	Groups 8	Total
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	-	-	-	
10. Are there any supplementary materials.	Yes			
	No	1	1	2
11. If No should there be.	Yes		1	1
	No	1		1
12. Overall effectiveness for your grade level.	Low			
	2		1	1
	3			
	4			
	High	2	1	3
13. Need to be modified before used in classroom.	Yes		1	1
	No	2	1	3
14. If Yes, to what degree.	Little			
	2			
	3			
	4			
	Much		1	1
15. Would you use these materials without modification.	Yes	1	1	2
	Maybe		1	1
	No	1		1

Table 64
Curriculum Guide for Vocational Teacher-Coordinators of Intensive Business Training
(Group 7--Item 5)

		Groups		
Criteria	**Scale**	**7**	**8**	**Total**
1. Objectives clearly stated.	Unclear			
	2			
	3	2		2
	4		1	1
	Clear		2	2
2. Objectives appropriate to your grade level.	Low			
	2	1		1
	3	1	3	4
	4			
	High			
3. To what degree were the objectives grouped.	Little			
	2			
	3	2	2	4
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2			
	3			
	4	2	1	3
	High		1	1
5. To what degree are materials well organized.	Poor			
	2			
	3	2	2	4
	4		1	1
	Well			
6. To what degree are materials organized to fit your grade level.	Poor			
	2	1		1
	3			
	4		2	2
	High	1	1	2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4		1	1
	Clear	2	2	4
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3		3	3
	4	2		2
	Hard			

Criteria	Scale	Groups		Total
		7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy		1	1
	2			
	3		2	2
	4	2		2
	Hard			
10. Are there any supplementary materials.	Yes	2	3	5
	No			
11. If No should there be.	Yes	-	-	
	No	-	-	
12. Overall effectiveness for your grade level.	Low			
	2			
	3			
	4	2	2	4
	High		1	1
13. Need to be modified before used in classroom.	Yes	1		1
	No	1	2	3
14. If Yes, to what degree.	Little			
	2	1		1
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	1	1	2
	Maybe	1		1
	No			

Table 65
Introduction to Vocations
(Group 7--Item 10)

Criteria	Scale	Groups 7	8	Total
1. Objectives clearly stated.	Unclear			
	2			
	3	1		1
	4	1	1	2
	Clear	2	1	3
2. Objectives appropriate to your grade level.	Low			
	2			
	3	2	2	4
	4	1		1
	High	1		1
3. To what degree were the objectives grouped.	Little			
	2			
	3	4	2	6
	4			
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low	1		1
	2			
	3			
	4	3	1	4
	High		1	1
5. To what degree are materials well organized.	Poor			
	2			
	3		1	1
	4	2		2
	Well	2	2	4
6. To what degree are materials organized to fit your grade level.	Poor	1		1
	2			
	3			
	4	2	2	4
	High	1	1	2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4	1	1	2
	Clear	3	2	5
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	2	3	5
	4	1		1
	Hard	1		1

Criteria	Scale	Groups		Total
		7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		1
	2			
	3	1	2	3
	4	1		1
	Hard	1		1
10. Are there any supplementary materials.	Yes	4	3	7
	No			
11. If No should there be.	Yes	-	-	
	No	-	-	
12. Overall effectiveness for your grade level.	Low	1		1
	2			
	3	2	1	3
	4	1	1	2
	High		1	1
13. Need to be modified before used in classroom.	Yes	1		1
	No	2	2	4
14. If Yes, to what degree.	Little			
	2	1		1
	3			
	4			
	Much			
15. Would you use these materials without modification.	Yes	1	1	2
	Maybe		2	2
	No	3		3

Table 66
Mississippi State--Student Series
(Group 7--Item 13)

Criteria	Scale	Groups		Total
		7	8	
1. Objectives clearly stated.	Unclear			
	2	1		1
	3		2	2
	4	1	1	2
	Clear	1	1	2
2. Objectives appropriate to your grade level.	Low			
	2	1		1
	3	1	4	5
	4	1		1
	High			
3. To what degree were the objectives grouped.	Little			
	2			
	3	2	4	6
	4	1		1
	Much			
4. Compared to other materials how would you rate the usability of the objectives.	Low			
	2	1		1
	3		3	3
	4	2	1	3
	High			
5. To what degree are materials well organized.	Poor			
	2			
	3	1	2	3
	4	1	2	3
	Well	1		1
6. To what degree are materials organized to fit your grade level.	Poor			
	2			
	3	1	2	3
	4		2	2
	High	2		2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2		1	1
	3	2	1	3
	4		2	2
	Clear	1		1
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2	1		1
	3	2	4	6
	4			
	Hard			

Criteria	Scale	Groups		Total
		7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		1
	2	1		1
	3	1	4	5
	4			
	Hard			
10. Are there any supplementary materials.	Yes	1	4	5
	No	1		1
11. If No should there be.	Yes			
	No	1		1
12. Overall effectiveness for your grade level.	Low	1		1
	2			
	3	1	2	3
	4		2	2
	High	1		1
13. Need to be modified before used in classroom.	Yes	1	1	2
	No	2	3	5
14. If Yes, to what degree.	Little			
	2	1		1
	3	1	1	2
	4			
	Much			
15. Would you use these materials without modification.	Yes	1	2	3
	Maybe		1	1
	No	1	1	2

Table 67
Office Simulation-Intergrated Projects for Clerical Office Practice
(Group 7--Item 18)

Criteria	Scale	Groups		Total
		7	8	
1. Objectives clearly stated.	Unclear			
	2			
	3			
	4		2	2
	Clear	1	1	2
2. Objectives appropriate to your grade level.	Low			
	2			
	3	1	3	4
	4			
	High			
3. To what degree were the objectives grouped.	Little			
	2			
	3	1	2	3
	4			
	Much			
4. Compared to other materials how would you rate the ussbility of the objectives.	Low			
	2			
	3			
	4			
	High	1	2	3
5. To what degree are materials well organized.	Poor			
	2			
	3		2	2
	4		1	1
	Well	1		1
6. To what degree are materials organized to fit your grade level.	Poor			
	2			
	3			
	4		1	1
	High	1	1	2
7. To what degree are the classroom activities clearly stated.	Unclear			
	2			
	3			
	4		2	2
	Clear	1	1	2
8. To what degree are the classroom activities appropriate for your grade level.	Easy			
	2			
	3	1	3	4
	4			
	Hard			

Criteria	Scale	Groups		Total
		7	8	
9. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.	Easy	1		1
	2		1	1
	3		1	1
	4		1	1
	Hard			
10. Are there any supplementary materials.	Yes		3	3
	No	1		1
11. If No should there be.	Yes			
	No	1		1
12. Overall effectiveness for your grade level.	Low			
	2			
	3			
	4		1	1
	High	1	1	2
13. Need to be modified before used in classroom.	Yes			
	No	1	1	2
14. If Yes, to what degree.	-	-	-	
15. Would you use these materials without modification.	Yes	1	2	3
	Maybe			
	No			

Summary

A selection of highly competent teachers in Regions IV, V, VI, and XII were organized into teams to evaluate career education materials. After staff from the Center for Career Development and Occupational Preparation had identified and collected quality career education materials, the teachers using a materials evaluation instrument developed by Center staff systematically evaluated these materials. The outcome of this study is the combined professional judgment of 32 master teachers in subject matter areas critical to career education regarding:

1. Usability of existing career education materials.
2. Needed modifications in existing career education materials.
3. Identification of areas in career education void of usable materials.

Of the 66 different sets of career education materials that were evaluated, only 15 sets of materials were rated as being organized to specifically fit the intended grade levels. However, the teacher evaluators did rate 39 sets of these materials as having classroom activities appropriate for the grade levels that the teachers taught. For the same 66 sets of materials, the teachers reported that 45 sets had suggested classroom activities that would be reasonable in time and effort to carry out. The teacher evaluations also indicated that half of the career education materials would have to be modified before being used in classrooms in Regions IV, V, VI, and XII. Many of the materials that were evaluated received excellent ratings by the teachers, and the fact that a set of materials was rated as being in need of modification should not be considered necessarily as a reflection on the quality of the materials. In many instances the teacher evaluators found a set of career education materials to be well organized with suggested classroom activities that were very reasonable, but they also found that the materials needed slight modifications before being used in their particular school districts because of ethnic or socio-economic differences.

APPENDIX A

Career Education Materials Group 1 (K-1)

1. A Guide for a Program of Awareness to the World of Work--Grades K-7, (404 pages), 1972 (Table 2)
Wesley Van Matre, Jr., Director of Vocational Education
Pharr-San Juan-Alamo Ind. School District
Pharr, Texas 78577

This book is divided into two sections. Section One is "Awareness to the World of Work K-6" and Section Two is "Occupational Investigation for Grade Seven. The pages are color coded for easy reference to the different grades. It was designed to be used in the classroom. Each level has its own index with a complete teacher's plan and activities. The last part of the book includes a list of references, a bibliography of A/V and supplementary materials, library books, resource books and a miscellaneous section.

Awareness to the World of Work, 1972
Occupational Orientation Program
Pharr-San Juan-Alamo ISD
Pharr, Texas 78577

Part of the previously mentioned Pharr program. This short booklet is an introduction to the world of work, also includes purposes, objective, procedures and possible assignments.

2. About... (Table 3)
Melmont Publishers, Inc.
Chicago, Illinois

A series of books that give information concerning the many aspects of career education. The topics include family helpers, city workers, professional jobs, etc. Melmont also has other fine books that are designed to give information about career awareness.

3. Activity Centered Approach to Learning 1-6 (Table 4)
Royal Oak, Michigan
Project L.E.T.

Supplemental project books to serve as an approach to aid development of activity-centered curriculum. This project includes units suitable for elementary schools that are in separate booklets for grades 1&2, 3&4, 5&6. Format of each lesson lists the activities, teaching procedures, relationships to other subjects, tools and materials required.

4. Career Awareness Consultant Coordinators: Gerald Eddleman (Table 5)
Beaumont ISD Elijah Moye
Beaumont, Texas Doris Tatum

This is a series of handbooks giving appropriate units of study for each grade level K-6. Beginning the series is a picture book for level K-1, which presents job titles for each letter of alphabet and a picture for coloring or oral language experience. Each unit booklet follows a theme to reinforce previous levels. Kindergarten theme is "Self-Awareness," grade one is "Family and Home," then "School and Community," "City, Health, Business and Industry," and finally for grade 6, "Construction." Format for each level includes Introduction, Scope & Sequence Chart, and Specific Concepts for the theme of the level. Also included are: activities, media, resource information, textbook tips and field trip information.

5. Career Awareness--A Teachers Guide for Elementary Grades, 1972 (Table 6)
State of Arkansas, Dept. of Education
For information contact: J. Marion Adams
Assoc. Director for Vocational,
Technical & Adult Education
Little Rock, Arkansas 72201

This is a 278 page book of activities on the elementary level. Topics, with activities, covered are Community Industries, Agricultural Occupations, Distributive Education, Health Occupations, Business and Office Occupations, Technical and Trade and Industrial Education. Many concepts, resources, and references are given.

6. Career Development and the Elementary School Curriculum, Summer, 1971 (Table 7)
An EPDA Institute at the University of Minnesota
Dr. Wes Tennyson
Dept. of Educational Psychology
University of Minnesota
Minneapolis, Minnesota

This book includes grades K-3 and 4-6. The primary (K-3) units include "Awareness of Self," "Identification with a Worker," "Acquiring Interpersonal Skills," and four more. The intermediate (4-6) units include "Developing a Positive Self-Concept," "Increasing Interpersonal Skills," "Increasing Knowledge About Workers" and four more. Performance objectives and behavioral objectives head each page. Learning activities, related subject or skill areas and suggested resource materials are the three categories for each page. This book is presented in a series of developmental tasks.

7. Career Education Activities Through the World of Work, (159 pages), 1972
ABLE Model Program, Dr. Walter Wernick, Director (Table 8)
Northern Illinois University
DeKalb, Illinois 60115

This book includes material for primary through twelfth grade (K-12). The first part of the book includes materials needed in the ABLE model program. Section two is devoted to classroom activities. Section three is a topic on utilizing the community. Unit four is questions and answers about the program. Career Education through teacher planning is unit five. Unit six is planning models using topics such as builders and the many jobs in that category. The last unit includes specific information about occupations.

8. Career Education K-6, (177 pages), Sept., 1971 (Table 9)
Seattle Public Schools
Dept. of Occupational Education
2515 Boylston Ave. East
Seattle, Washington 98102

This guide was developed by a team of teachers and consultants during a summer workshop with Edna Hyatt, coordinator. For each activity a goal and objectives are given with evaluation to be determined. Suggested learning experiences and resources follow in a K-6 progression.

9. Career Related Instructional Procedures, 1971-72 (Table 10)
Career Education Program
New Albany City Schools
New Albany, Mississippi

There are two books in this project. Book One includes grades K-3 and 4-5. The second book is for grades 6-12. Units of Study, Instructional Procedures, and Resources and Materials are included in each book. Book One has 218 pages and Book Two has 110 pages. They are designed to assist the classroom teacher to carry out career-related activities within the framework of the regular classroom setting.

10. Communication and the World of Work, Summer, 1972 (Table 11)
Alice Independent School District
Alice Texas

A 231 page book designed to increase an awareness to the world of work through communicative skills. This book describes the personnel involved in the summer program, responsibilities, objectives, pupils, workshops, planning materials, evaluation, recommendations, and more than 100 pages of units of instruction. The units range from grade levels K-7.

11. Creating Your Future, 1972 (Table 12)
Education Achievement Corporation
P.O. Box 7310
Waco, Texas 76710

An inquiry method leading to self-discovery carries the student through the 30 taped lessons. The median readability level is fourth grade, but the interest level is suitable for high achievers. Taped cassettes deliver the entire program, with reference to the "Thinking and Reacting manual" and "plan of action" manual. All directions, equipment, manuals, and cassette player are in the compact kit.

12. Guideline of Career Development Activities, Sept., 1971 (Table 13)
State Board for Vocational Education
Exemplary Project
900 East Boulevard Avenue
Bismark, North Dakota 58501

Materials included were researched and compiled by personnel in the Bismark public schools in conjunction with the State Board for Vocational Education, Larry Selland, director. This guide contains suitable units for grades K-12, with objectives, and appropriate subject and grade area given. The three column format includes activity, suggested technique, and resource materials.

13. Handbook For Occupational Awareness, 1971 (Table 14)
Houston Independent School District
Mrs. Mary Huckabee, Coordinator
Houston, Texas

There are 3 books.
1. K-2 (102 pages)
2. 3-4 (58 pages)
3. 5-6 (revised 1972) (71 pages)

13. Continued

The books each have three specific categories. The first is an approach or core, then the curriculum guide, and last, the reference section. The approach (core area) for Book 1 is language arts; for Books 2&3, social studies. The curriculum guide lists activities and concepts. For each level instructional objectives, teaching activities and resources are given.

14. I Want To Be A..., 1972 (Table 15)
Children's Press Books
Children's Press
Chicago, Illinois

A series of colorful books that give information concerning many jobs. Pictures and reading level are appropriate to elementary age children. Some of the jobs covered are football player, fireman, airplane pilots, nurses, utility workers, etc. Very appropriate for elementary resource reading.

15. Jobs from "A to Z", (69 pages) (Table 16)
Frank E. Richards Publishing Co., Inc.
Phoenix, New York 13135

Workbook format covering job titles from A to Z. Each letter introduces job titles and worksheet exercises follow. Designed to introduce young elementary children to the many types of jobs available.

16. Lincoln County Exemplary Program, Grades 1-8 (Table 17)
Lincoln County Schools
Hamlin, West Virginia 25523

This series consists of suggested resource units for grades 1-8. In the primary grades directions are given for the unit's completion. This is done by use of objectives, teaching strategies, and an appendix. Intermediate levels 4, 5, and 6 follow a similar format, with a unit centering on one vocational field. For grades 7 & 8 occupational clusters are used which can be introduced in the various subject areas. This book includes objectives, activities, evaluation forms, and suggested resource materials.

17. Motivation for Career Success, 1972 (Table 12)
Education Achievement Corporation
P.O. Box 7310
Waco, Texas 76710

The system's 30 lessons are presented in an audio format. Narrated cassettes reinforce the printed medium in manuals. "Thinking and Reacting" manual and "Plan of Action" manual give the student an opportunity to practice the learned skills. The kit is an instructional unit, with complete directions for student and teacher.

18. Occupational Orientation Program, (118 pages)
Pharr-San Juan-Alamo High School Vocational Bldg.
Pharr, Texas 78577

Sheets of pictures for coloring and games to play are included. There is no text for teaching, and the activities would be art projects to be used in primary grades. This material relates to the Pharr-San Juan-Alamo program. Pictures to be colored have one of three themes: (1) Life at Home (2) Life at School or (3) Life in the Community.

19. Our Working World--Families at Work, (280 pages), 1971 (Table 18)
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Hard-cover text for primary level use. Section One has illustrations, no text, which accompany 28 recorded lessons. Section Two has 27 lessons with illustrations for discussion and a text of stores. The sections correspond and overlap.

20. Our World, (160 pages), 1970 (Table 19)
Taylor Publishing Company
P.O. Box 597
Dallas, Texas 75221

This book is part of the company's social studies series. It develops concepts of the world through a seven issue program. Issues range from "Living Together in Our World" to "Our Values," with a variety of content sub-topics. These are textbooks with many colorful pictures. Teacher's guide for the units is included.

21. Pikeville Exemplary Education Project, (approx. 500 pages) (Table 20)
Pikeville Elementary School Book
Teacher Prepared Lesson Plans
Pikeville, Kentucky

This is a book of sample units and lesson plans written by the elementary, jr. high, and high school teachers in the Pikeville City School System. The theme for grades 1-3 is "Environmental Awareness" using "Family and Home," "Neighborhood," and "The City" as frames of reference. The fourth and fifth grades integrate world of work concepts into social studies. The sixth grade uses the communications cluster.

22. Vocational Development in the Elementary School (Table 21)
The Mid-Hudson Career Development and Information Center, (159 pages)
Robert W. Schreiber, Director
88 Sargent Avenue
Beacon, New York 12508

This publication is a curriculum resource guide designed to foster the vocational maturation of the elementary school child. The book is arranged in a horizontal format with tabs labeling the following categories; Philosophical, Sociological, Psych-Physio, Economic, Education and Appendix. Each page is divided into 5 areas. They are questions and facts, concepts, techniques, related concepts, and resources.

23. What Will I Be From A to Z, (32 pages), 1972 (Table 22)
National Dairy Council
Chicago, Illinois 60606

Written by Donald L. Gelb, this free soft-cover book depicts a job title for each letter in rhyming verses. Included is an individual chart for a child to guide his eating, health, grooming, etc. habits. These books are distributed free through the National Dairy Council regional office.

24. World of Work, Summer, 1972 (Table 23)
Alice Independent School District
Alice, Texas

This is a fifty-two page book that is printed in a horizontal format. It gives scope, activities, involvement, teacher purpose, correlations, relevancy, student goals, resources, resourcefulness, life related problems, evaluation, self-perception, concepts, culmination, and impact topics for each page. It covers grades K-7 and concepts such as "My Family at Work," "Who Works?," "What Are Their Jobs?," "Wonderful World of Work", etc.

25. World of Work (Table 24)
Career Awareness Development Program for the Elementary Schools, (137 pages)
Gerry P. McGinley
Research and Educational Planning Center
College of Education
University of Nevada
Reno, Nevada

This book has individual units for grades K-5 with unit tests for each level. The sixth grade has 10 clusters and a unit test. The tests can be used as pre-and post-tests. The five basic attitudes taught in this program are dignity of work, work is important, community helpers are necessary, cooperation in work is necessary, work is important to the worker and society. Some of the clusters include agri-business, communications, construction, consumers, environment, fine art, etc.

26. Your World (Table 25)
Taylor Publishing Company
P.O. Box 597
Dallas, Texas 75221

A set of colorful books to be used in special education, libraries, elementary classes, etc. There are seven series in each set. A series consists of 5 hard-cover gloss page books. Some of the titles include: Let's Visit the Post Office, Let's Visit the Railroad, Let's Publish A Book, etc. Each book has a picture on each page with one or two easy-to-read sentences about the pictures, and language development words.

Group 2 (2-5)

1. About... - Melmont Publishers
   See Group 1 - Item #2

2. Activity Centered Approach to Learning 1-6
   Royal Oak, Michigan
   See Group 1 - Item #3

3. Awareness to the World of Work - Pharr, Texas
   See Group 1 - Item #1

4. Career Awareness - Arkansas
   See Group 1 - Item #5

5. Career Awareness - Beaumont, Texas
   See Group 1 - Item #4

6. Career Development and the Elementary School Curriculum
   University of Minnesota
   See Group 1 - Item #6

7. Career Education Activities Through the World of Work
   Project ABLE
   See Group 1 - Item #7

8. Career Orientation Program--7th & 8th Grade, 1971
   Toledo, Ohio
   See Group 3 - Items #8,9

9. Career Related Instructional Procedures, 1971-72
   See Group 1 - Item #9

10. Career Related Math Units--Robbinsdale Area Schools, 1971 (Table 26)
    Minneapolis, Minnesota
    Contact: Len Kodet, Career Development Consultant
    The Minn. State Dept., Vocational Division
    Capitol Square Office Bldg.
    St. Paul, Minnesota 55101

    Math teachers and a vocational counselor joined in this project of career units which are related to math. Fourteen career clusters are presented with four to 6 teaching units in each category. For example, Sales is a cluster title and units include department store clerk, auto salesman, cashier, advertising, etc. Units present stories of people in careers and math problems related to their fields.

11. Cobb County Occupational and Career Development Program (Table 27)
    P.O. Drawer R
    Marietta, Georgia 30061

    This is a series of papers entitled Geometry: Preparation for a Career; The Hospital, Careers in Health; Animals in Literature. Geometry is for high school and deals with work-oriented concepts. Animals is for seventh grade

11. Continued

and stresses the importance of language art skills in life-work situations. The Hospital is for grades five and six. There are six elements that form the base for Cobb County's career development method. They are resource persons, field trips, role playing, occupational awareness, subject matter tie-in, and manipulative activities.

12. Communications and the World of Work - Alice, Texas
See Group 1 - Item #10

13. Creating Your Future
See Group 1 - Item #11

14. Guideline of Career Development Activities - North Dakota
See Group 1 - Item #12

15. Handbook for Occupational Awareness -- Houston, Texas
See Group 1 - Item #13

16. I Want To Be A... - Children's Press
See Group 1 - Item #14

17. Motivation for Career Success
See Group 1 - Item #17

18. New Rochester Occupational Reading Series--The Job Ahead Text, (168 pages), 1963
Science Research Associates, Inc. (Table 28)
259 East Erie Street
Chicago, Illinois 60611

This hard-bound book with illustrations is the accompanying text for the workbook series of the same title. The five workbook titles correspond to each of the five sections of the book. Readings in the text are supported with exercises in the workbooks. The readings are high interest level, low vocabulary that give job related information in each story.

19. New Rochester Occupational Reading Series, 1963-64 (Table 28)
The Job Ahead - Workbooks
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

This series of five workbooks covers a variety of topics related to working situations. Each workbook centers on a theme such as Starting Work, On the Job, Keeping the Job, Working for the City, and Time Out for Leisure. Units consist of a story to read and related exercises. The teacher's guide for the series offers many suggestions for use, lesson plans, and charts.

20. Our Working World--Cities at Work, (295 pages), 1971
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

This hard-bound book, entitled Cities at Work, provides 18 lessons identifying a city, investigating a city, what is found in a city, and then relating these to selected cities in Europe and Asia. Illustrations, photographs, and text are used to present the material.

21. Our Working Word--Resource Unit-Cities at Work, (247 pages), 1967
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Soft-bound guide which gives overview, suggestions for program operation and lesson plans. Lesson plans include purposes and concepts in a step by step numbered outline. Follow-up activities such as, stories, poems, and plays conclude the lesson.

22. Our Working World--Neighbors at Work
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

This book covers fifteen lessons dealing with people who live and work in in the community. The hard-bound book includes illustrations, photographs, and text. The lessons include identification of neighbors, locations of neighbors, (rural, city, etc.) planning and change of neighborhoods, etc.

23. Our World -- Taylor Publishing Co.
See Group 1 - Item #20

24. Pikeville Exemplary Education Project
See Group 1 - Item #21

25. The Getting Along Series of Skills--Workbooks, 1963-1965 Publications (Table 29)
Frank E. Richards Publishing Co., Inc.
Phoenix, New York 13135

Series of four workbooks authored by Thomas J. Mooney. Each book carries a different theme title, but follows a common format and consists of three chapters. Also common to each is the inclusion of subject matter which covers spelling, word study, reading, projects, arithmetic, and exercises to reinforce newly introduced concepts. All of the skills center on the theme of career awareness.

26. Useful Arithmetic--Volumes I & II, 1972 (Table 30)
Frank E. Richards Publishing Co., Inc.
Phoenix, New York 13135

These two workbooks offer exercises using math concepts and skills in a word problem situation. Topics for exercises include buying household goods, savings bonds, bills, wage deductions, cost of car transportation, etc. in Volume I. Volume II continues with the same format, with some of the same topics and introduces new problem titles.

27. Vocational Development in the Elementary School
Mid-Hudson CDIC
See Group 1 - Item #22

28. What Will I Be From A to Z
National Dairy Council
See Group 1 - Item #23

29. World of Work -- Alice, Texas
See Group 1 - Item #24

30. World of Work -- University of Nevada
See Group 1 - Item #25

31. Your World -- Taylor Publishing Co.
See Group 1 - Item #26

Group 3 (6-9)

1. A Guide for a Program of Awareness to the World of Work
Pharr, Texas
See Group 1 - Item #1

2. Activity Centered Approach to Learning 1-6
Royal Oak, Michigan
See Group 1 - Item #3

3. Aviation Unit--Intermediate Grades (Table 31)
Project Next Step
Helena, Montana

This is one unit from the book, Project Next Step, Occupational and Career Development Program. The aviation unit was prepared by two fifth grade teachers and lists concepts, objectives, skills, and activities. Unit activities are outlined to be incorporated into the fifth grade subject areas.

4. Career Awareness
Beaumont, Texas
See Group 1 - Item #4

5. Career Development 7, 8, 9, (139 pages) (Table 32)
Hosterman Career Development Committeee
Hosterman Jr. Hi School
5530 Zealand Avenue North
Minneapolis, Minnesota 55428

Soft-bound guide book provides individual discipline packets for subject areas: English, Math, Science, and Social Studies. In each discipline the work is given by grade level, either for 7, 8, 9th grade. One grade level unit includes, career objectives, specific concepts, materials needed, and many possible activities.

6. Career Development Through Industrial Arts Experience, (110 pages) (Table 33)
A Learning Opportunities Package
College of Education
University of Minnesota
Minneapolis, Minnesota

This is a printed package intended to be used in the junior high school. The purpose is twofold: (1) to assist the junior high school industrial arts teacher in the translation of career development theory into practice through an interfacing of industrial arts goals and career development objectives, and (2) to provide student activities designed to facilitate accomplishment of industrial arts and career development.

7. Career Education K-6
Seattle, Washington
See Group 1 - Item #8

8. Career Orientation Program--7th & 8th Grade, 1971 (Table 34)
Toledo Public Schools
Dept. of Vocational Education
Toledo, Ohio

Series of guide books which suggest ways to implement career guidance into each area of the seventh and eighth grade curriculum. Guides cover nine subject disciplines and outline the lessons to show how the subject is used in a career. Lessons are planned in outline form giving purpose, objectives, and activities. The series covers: Mathematics, Physical Education, Science, Foreign, Social Studies, Art and Music, Language Arts, Home Economics, and Industrial Arts.

9. Career Orientation Program--7th & 8th Grade (Table 34)
Toldedo Public Schools
Dept. of Vocational Education
Toledo, Ohio

This fifty seven page book is designed to give an overview of the Toledo Public Schools Orientation Program. It explains the objectives, activities, and approaches of the various parts of the program. This is an implementation manual designed to be used for persons implementing career orientation for the first time.

10. Career Related Instructional Procedures, 1971-72
See Group 1 - Item #9

11. Career Related Math Units--Robinsdale Area Schools
See Group 2 - Item #10

12. Cobb County Occupational and Career Development Program
See Group 2 - Item #11

13. Creating Your Future
See Group 1 - Item #11

14. Exploring Occupations (Table 35)
The New England Regional Commission and the New England School Development Council Tri-State Vocational Project-Grades 7, 8, 9, 10

These are resource books of student activities, with each grade level exploring a different phase of occupational awareness. Suggestions for field trips, discussions, test blanks, activities, job interviews, interest surveys, and various other topics are included.

15. Finding Your Orbit, (50 pages) (Table 36)
Chronicle Guidance Publications, Inc.
Moravia, New York 13118

This booklet furnishes guidance activities that present a basic organized group program. It is designed to develop within the student the ability to think of himself in terms of his abilities, interests, and aptitudes. Some topics discussed are: Data, People, Things; General Education Development; Specific Vocational Development; Aptitudes; Interests; etc. A workbook can be used to help a student keep a record of his responses. This material is designed to help students find what careers they would like to read about and explore.

16. Guide for Occupational Orientation (Table 37)
Pilot Program With T.E.A.
Consultant-Coordinators for Occupational Orientation
Austin, Texas

Four books, each covers one grade level (5-8). These materials are resource books to help a teacher plan and execute occupational orientation through discussion, worksheets, and activities.

17. Guideline of Career Development Activities
North Dakota
See Group 1 - Item #12

18. Lincoln County Exemplary Program
See Group 1 - Item #16

19. McGraw Hill Leaflets, 1969 (Table 38)
McGraw Hill, Inc.
530 W. 42nd Street
New York, N.Y. 10036

A variety of topics are presented in the 4 page leaflets. Each one is written by a different author, and the story conveys tips for getting along in a job. Discussion or opinion questions follow the sequence.

20. Motivation for Career Success
See Group 1 - Item #17

21. New Rochester Occupational Reading Series--The Job Ahead Text
S.R.A.
See Group 2 - Item #18

22. New Rochester Occupational Reading Series
S.R.A.
See Group 2 - Item #19

23. Occupational Investigation Grade 8, (71 pages), 1972
Pharr-San Juan-Alamo Independent School District
Pharr, Texas

Soft-bound book of career related lesson plans, with each being a complete unit. Also included are sample quizzes, vocabulary units and other matter related to the units. Each of the 16 lessons includes aim, aids needed, prerequisites for learner, references, student preparation, discussion, application, and evaluation.

24. People and Choices--Career Folios, 1971 (Table 39)
Harcourt Brace Jovanovich
4640 Harry Hines Blvd.
Dallas, Texas 75235

The career folios each focus on a particular career cluster. Each of these explores how one person prepared and succeeded in a career. There is a teacher's guide to accompany the program. Stories are of real people, with manageable vocabulary, and make use of many photographs.

25. Pikeville Exemplary Education Project
See Group 1 - Item #21

26. Resource Guide for Career Development in Junior High School (Table 40)
Division of Instruction
Pupil Personnel Service Section
Minnesota Department of Education
St. Paul, Minnesota

This is a resource book of learning activities. The broad objectives are stated, followed by performance objectives and behavioral objectives. Listed in column form are the learning activities, related subject and/or skill areas and the suggested resources. An annotated list of resources follows in a back section. The materials include forms, inventories, quizzes, planning sheets, and many more.

27. The Greatest Business in the World (Table 41)
The Story of Your Future in Food Distribution
National-American Wholesale Grocers' Assoc.
60 Hudson Street
New York, N.Y. 10013

This is a nine page booklet that gives information about food distributors. There are many pictures, and the format is in the form of questions and answers. This booklet is to be used after viewing the film, The Freedom to Succeed.

28. The Social Contribution of Work, (26 pages) (Table 42)
College of Education
University of Minnesota
Minneapolis, Minnesota

This package is designed to help students examine their own ability and attitudes to see how they can contribute to society through work experiences, to foster a realization of the value and importance of work, and encourage vocational abilities to meet the changing needs of society. Terminal goals, enabling objectives, and learning experiences are presented for different concepts throughout this package.

29. Unit I--The World of Work, 1971 (Table 43)
Teacher's Guide to Group Vocational Guidance,
Units I, II, III (65 pages)
Bellman Publishing Company
P.O. Box 172
Cambridge, Mass. 02138

Each of the three units provides aims, motivational tips, procedure, summary, assignment, and resources in a compact lesson plan. "The World of Work," "Knowing Yourself," and "Securing a Job and Progressing in It" are the unit titles. This is suitable high school level material.

30. Useful Arithmetic
Frank E. Richards Publishing Co.
See Group 2 - Item #26

31. Vocational Development in Grades Seven, Eight, and Nine (Table 44)
The Mid-Hudson Career Development and Information Center
Robert W. Schrieber, Director
88 Sargent Avenue
Beacon, New York 12508

This publication is a curriculum resource guide designed to foster the horizontal maturation of the junior high student. The book is arranged in a horizontal format with tabs labeling the following categories; English, Math, Science, Social Studies, Art, Home Ec, Industrial Arts, P.E., and Appendix. Each page is divided into Content, Concepts, Techniques, and Resources.

32. What Will I Be From A to Z
National Dairy Council
See Group 1 - Item #23

33. World of Work
Alice, Texas
See Group 1 - Item #24

34. World of Work
University of Nevada
See Group 1 - Item #25

35. Your Job and Your Future, Books I & II, (61 pages each), 1968 (Table 45)
Webster Division
McGraw-Hill Book Company

Both of these books use a workbook format. Book I begins with skills needed to find a job and information about kinds of jobs. At the end of each unit are evaluative exercises. In Book II the student finds what jobs he can get with a high school diploma, plus practical information on several career fields. Exercises follow each unit.

Group 4 (10-12 Math & Science)

1. Career Education Resource Guide K-H.S., (257 pages) (Table 46)
General Learning Corporation
250 James Street
Morristown, New Jersey 07960

This is a resource guide for the teacher who wants ideas to put career awareness into the classroom. Following the introduction, activities are prepared in a form that give concepts, performance objectives, materials, lesson capsule, and observations. This book was developed after inspection of materials used in over 200 schools.

2. Career Orientation Program--7th & 8th Grade, 1971
Toledo, Ohio
See Group 3 - Item #8,9

3. Career Related Instructional Procedures, 1971-72
See Group 1 - Item #9

4. Career Related Math Units--Robinsdale Area Schools
See Group 2 - Item #10

5. Cobb County Occupational and Career Development Program (Table 47)
See Group 2 - Item #11

6. Creating Your Future
See Group 1 - Item #11

7. Exploring Occupations--New England Regional Commission
See Group 3 - Item #14

8. Finding Your Orbit--Chronicle Guidance Publications
See Group 3 - Item #15

9. Guideline of Career Development Activities
North Dakota
See Group 1 - Item #12

10. In Ten Years..., (109 pages) 1971 (Table 48)
The Advisory Council for Technical Vocational Education
P.O. Box 1886
Austin, Texas 78767

Beginning with an introductory lesson, this program continues through seven units focusing on career fields, e.g., mass communication, health care, aerospace materials. Films, simulation games, discussion questions, posters, and an appendix are included in each unit. Easy to follow instructions for teacher and student are included. A packet of role-playing cards accompanies each unit.

11. Life Styles and Work (Table 49)
A Learning Opportunities Package
College of Education
University of Minnesota
Minneapolis, Minnesota

The purpose of this seventy-nine page package is to help students become familiar with the variety of career patterns possible and to become aware of their own attitudes toward work. It also helps them see that careers are a sequence of choices.

12. McGraw Hill Leaflets, 1969
See Group 3 - Item #19

13. Motivation for Career Success
See Group 1 - Item #17

14. Occupational Orientation, (203 pages), 1971 (Table 50)
Curriculum Coordinating Unit
Mississippi State University
P.O. Drawer DX
State College, Mississippi 39762

Format of this volume is a question and answer series covering seventeen topic areas. Review questions and suggested activities are found at the end of each chapter.

15. Occupational Oriented Mathematics Curriculum, (68 pages) 1967 (Table 51)
Summer Curriculum Revision through Industrial and Business Experience
Compton Union High School District
Compton, California

Resource book of specific materials and occupationally-oriented problems for teachers to use. The book covers basic operations in arithmetic, formulas-ratio-proportion, square root-right triangles, measures, and more. Format consists of a series of problems in each area mentioned above.

16. People and Choices--Career Folios, 1971
See Group 3 - Item #24

17. Satisfactions and Rewards of Work (Table 52)
A Learning Opportunities Package
College of Education
University of Minnesota
Minneapolis, Minnesota

A 10 page booklet based on a research program at the University of Minnesota. This package provides experiences whereby students would become aware of the kinds of occupations which are potentially satisfying to them. Terminal performance goals, enabling objectives and learning experiences are used to present information about the topics.

18. Self Concept Exploration (Table 53)
A Learning Opportunities Package
College of Education
University of Minnesota
Minneapolis, Minnesota

This learning opportunities package attempts to combine the processes of self-discovery and career exploration. It provides experiences whereby the student can explore his self-concept, test this against the image he projects to others, identify his "ideal" self-concept and work toward becoming that ideal self.

19. Significant Others (Table 54)
A Learning Opportunities Package
College of Education
University of Minnesota
Minneapolis, Minnesota

This learning package provides opportunities for the student to try to discover how and why significant others influence his career development, and also how his career behavior and plans affect others in his life.

20. SRA--Job Experience Kits (Table 55)
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Twenty different occupations are simulated in the job experience kits. Using the principle of role-playing, the student gets a feel for working on the job. Some kits are equipped with tools, and all have a booklet of directions and pad of answer sheets.

21. Texas Health Careers Program, 1969 (Table 56)
Texas Hospital Education and Research Foundation,
affiliated with Texas Hospital Assoc.
P.O. Box 4553
Austin, Texas 78751

This is a synopsis of health career programs and a recruitment program for the health care field. Posters, pamphlets and various other types of printed materials are used to portray the many kinds of health careers. Addresses for further information are also given.

22. The Social Contribution of Work--University of Minnesota
See Group 3 - Item #28

23. Unit I--The World of Work, 1971
See Group 3 - Item #29

24. What Job for Me?, (Series) 1966 (Table 57)
Webster Division, McGraw-Hill Book Co.
530 W. 42nd Street
New York, N.Y. 10036

The thirteen books in the series each offer a story of a person getting into and learning a job. Intermittent questions offer an opportunity for review.

25. Women and the World of Work (Table 58)
A Learning Opportunities Package
College of Education
University of Minnesota
Minneapolis, Minnesota

This is a forty page package that is designed to show how women are significant in America's work force. Activities are designed to make all students aware of woman's role in society as well as work.

26. Your Job and Your Future, Books I & II
See Group 3 - Item #35

Group 5 (10-12 Social Studies)

1. Career Ed. Resource Guide
   General Learning Corp.
   See Group 4 - Item #1

2. Career Exploration
   Toledo
   See Group 3 - Items #8,9

3. Career Related Instructional Procedures
   See Group 1 - Item #9

4. Creating Your Future
   See Group 1 - Item #11

5. Finding Your Orbit
   See Group 3 - Item #15

6. In Ten Years
   See Group 4 - Item #10

7. Leaflets--T.E.C., San Antonio (Table 59)
   Texas Employment Commission
   406 South Main Avenue
   San Antonio, Texas

   Four page leaflets give D.O.T. numbers and explanations of job titles. The brief information includes job description, approximate salary, and possible benefits.

8. McGraw Hill - Leaflets
   See Group 3 - Item #19

9. Minnesota--Life Styles and Work
   See Group 4 - Item #11

10. Minnesota--Satisfactions and Rewards of Work
    See Group 4 - Item #17

11. Minnesota--Self Concept Exploration
    See Group 4 - Item #18

12. Minnesota--Significant Others
    See Group 4 - Item #19

13. Minnesota--The Social Contributions of Work
    See Group 4 - Item #22

14. Minnesota--Women and the World of Work
    See Group 4 - Item #25

15. Motivation for Career Success
    See Group 1 - Item #17

16. New England Regional Commission
    See Group 3 - Item #14

17. North Dakota Career Education K-12
    See Group 1 - Item #12

18. Occupational Orientation--World of Work
    Mississippi
    See Group 4 - Item #14

19. People and Choice Career Folios
    See Group 3 - Item #24

20. Social Studies--Compton, Calif. (Table 60)
    See Group 4 - Item #15

21. Social Studies--Toledo
    See Group 3 - Items #8,9

22. SRA--Job Experience Kit
    See Group 4 - Item #20

23. Texas Health Careers Program
    See Group 4 - Item #21

24. The Greatest Business in the World
    See Group 3 - Item #27

25. The OOCUPAC Project--Final Report K-9, June, 1972 (Table 61)
    The Center for Educational Studies
    Faculty of Education
    Eastern Illinois University
    Charleston, Illinois 61920

    Project OOCUPAC is intended to contribute concepts and materials designed to increase understanding of occupations essential to a technological society. The occupational activities packages contain slides, tapes, occupational material, decision-making simulation activities, and maniupulatives. The text of this volume evaluates learning approaches in grades K-9. Activities utilize specific audio-visual aids that introduce students to job fields.

26. Unit I--The World of Work
    See Group 3 - Item #29

27. U. S. Department of Labor Leaflets (Table 62)
Bureau of Labor Statistics
Washington, D.C.

A series of informative leaflets on career clusters. The leaflets include information such as advantages and disadvantages of the jobs in each cluster. The different clusters are: English, Foreign Language, Liberal Arts, Mathematics, Office Jobs, Outdoor Jobs, Repairman or Mechanic, Science, Social Science, and Biology.

28. What Job For Me?
See Group 4 - Item #24

29. Your Job & Your Future--Books I & II
See Group 3 - Item #35

Group 6 (10-12 Language Arts)

1. Career Ed. Resource Guide
   See Group 4 - Item #1

2. Career Related Instructional Procedures
   See Group 1 - Item #9

3. Creating Your Future
   See Group 1 - Item #11

4. Department of Labor
   See Group 5 - Item #27

5. Finding Your Orbit
   See Group 3 - Item #15

6. In Ten Years
   See Group 4 - Item #10

7. Introduction--World of Work--Unit I
   See Group 3 - Item #29

8. McGraw Hill--Leaflets
   See Group 3 - Item #19

9. Motivation for Career Success
   See Group 1 - Item #17

10. New England Regional Commission
    See Group 3 - Item #14

11. North Dakota Career Ed.
    See Group 1 - Item #12

12. Occupational Orientation--An Intro. to the WOW
    Mississippi
    See Group 4 - Item #14

13. People & Choice--Career Folios
    See Group 3 - Item #24

14. SRA--Job Experience Kit
    See Group 4 - Item #20

15. T.E.C.--San Antonio
    See Group 5 - Item 7

16. Texas Health Career Program
    See Group 4 - Item #21

17. The Greatest Business in the World
    See Group 3 - Item #27

18. Toledo Public Schools--Career Orientation--Art & Music
    See Group 3 - Items #8,9

19. Toledo Public Schools--Language Arts & Foreign Language
    See Group 3 - Items #8,9

20. University of Minnesota--Life Styles & Work
    See Group 4 - Item #11

21. University of Minnesota--Satisfactions and Rewards of Work
    See Group 4 - Item #17

22. University of Minnesota--Self-Concept Exploration
    See Group 4 - Item #18

23. University of Minnesota--Significant Others
    See Group 4 - Item #19

24. University of Minnesota--The Social Contribution of Work
    See Group 4 - Item #22

25. University of Minnesota--Women and the World of Work
    See Group 4 - Item #25

26. What Job For Me?
    See Group 4 - Item #24

27. Your Job & Your Future--Books 1 & 2
    See Group 3 - Item #35

Group 7 (10-12 Vocational Ed. & Ind. Arts)

1. Career Education Resource Guide
   See Group 4 - Item #1

2. Careers in Homemaking (Table 63)
   Guidance Services
   Texas Education Agency
   Austin, Texas

   A collection of home-ec related posters, ideas, which visually advertise the field or promote thinking for a future occupation.

3. Career Related Inst. Procedures
   See Group 1 - Item #9

4. Creating Your Future
   See Group 1 - Item #11

5. Curriculum Guide for Vocational Teacher-Coordinators of Intensive Business Training, (155 pages) 1972 (Table 64)
   Mississippi State University Curriculum Coordinating Unit
   P.O. Drawer DX
   State College, Mississippi 39762

   This manual is designed to use a block system, scheduling vocational office education instruction in consecutive class periods of the day. Using 28 job titles, 17 units of study have been written. Each of the units gives objectives, course content, student activities, suggested materials, evaluation, test questions and required hours for presentation.

6. Dept. of Labor--Leaflets
   See Group 5 - Item #27

7. Finding Your Orbit
   See Group 3 - Item #15

8. In Ten Years
   See Group 4 - Item #10

9. Introduction--The World of Work-Unit I
   See Group 3 - Item #29

10. Introduction to Vocations (Table 65)
    North Carolina State Department of Public Instruction
    Chronicle Guidance Publications, Inc.
    Moravia, New York

    This is a course outline to introduce vocations to the high school student. Horizontal format gives topical outline and suggestions for teaching--learning activities. Six units in the guide are titled according to the following lessons, e.g. relating one's characteristics, interests, aptitudes, and abilities for occupations.

11. Lincoln County Exemplary Program
    See Group 1 - Item #16

12. McGraw Hill--Leaflets
    See Group 3 - Item #19

13. Mississippi State--Student Series: You Are a Consumer--Talking Shop, Security is... A Step in the Right Direction, Advertising Appeal... Consumer Buying, Sew With the Sewpremes. (Table 66)
    Mississippi State University Curriculum Coordinating Unit
    P.O. Drawer DX
    State College, Mississippi 39762

    Each lesson begins with a pre-test, covering prior knowledge of the topic. The lessons are in outline form and vary slightly with objectives of topic. The first three are designed to be incorporated into established courses of study. The fourth, "Sew...Sewpremes," is a lesson to accompany a clothing project.

14. Motivation for Career Success
    See Group 1 - Item #17

15. New England Regional Commission
    See Group 3 - Item #14

16. North Dakota Career Education K-12
    See Group 1 - Item #12

17. Occupational Orientation: An Intro. to the World of Work
    Mississippi
    See Group 4 - Item #14

18. Office Simulation-Intergrated Projects for Clerical Office Practice
    Teacher's Manual, (227 pages), plus student handbook series, 1972
    Mississippi State University Curriculum Coordinating Unit (Table 67)
    P.O. Drawer DX
    State College, Mississippi 39762

    Developed by the department of business education, this manuscript is a guide for H.S. level office simulation projects. A series of six student handbooks are provided to give job discriptions, basic assumptions, and procedures for various jobs. The supply list necessary for each simulated experience is provided in the appendix.

19. People & Choice--Career Folios
    See Group 3 - Item #24

20. SRA--Job Experience Kit
    See Group 4 - Item #20

21. T.E.C.--San Antonio
    See Group 5 - Item #7

22. Texas Health Careers Program
    See Group 4 - Item #21

23. The Greatest Business in the World
    See Group 3 - Item #27

24. Toledo Public Schools--Career Exploration
    See Group 3 - Item #3

25. Toledo Public Schools--Ind. Arts & Home Ec.
    See Group 3 - Items 8,9

26. University of Minnesota--Career Develop. thru Ind. Arts Experiences
    See Group 3 - Item #6

27. University of Minnesota--Life Styles & Work
    See Group 4 - Item #11

28. University of Minnesota--Satisfactions & Rewards of Work
    See Group 4 - Item #17

29. University of Minnesota--Self Concept Exploration
    See Group 4 - Item #18

30. University of Minnesota--Significant Others
    See Group 4 - Item #19

31. University of Minnesota--The Social Contribution of Work
    See Group 3 - Item #28

32. University of Minnesota--Women & the World of Work
    See Group 4 - Item #25

33. What Job For Me?
    See Group 4 - Item #24

34. Your Job & Your Future
    See Group 3 - Item #35

Group 8 (10-12 Voc. Education & Industrial Arts)

1. Career Development Thru Ind. Arts--University of Minnesota
   See Group 3 - Item #6

2. Career Education Resource Guide
   See Group 4 - Item #1

3. Career Exploration--Toledo Public Schools
   See Group 3 - Items #8,9

4. Career Related Inst. Procedures
   See Group 1 - Item #9

5. Consumer Buying
   See Group 7 - Item #5

6. Curriculum Guide for Teachers Coordinators
   Mississippi
   See Group 7 - Item #5

7. Finding Your Orbit
   See Group 3 - Item #15

8. Home Ec.--T.E.A.
   See Group 7 - Item #2

9. In Ten Years
   See Group 4 - Item #10

10. Introductions to Vocations
    See Group 7 - Item #10

11. Lincoln Co. Exemplary Project
    See Group 1 - Item #16

12. McGraw Hill--Leaflets
    See Group 3 - Item #19

13. New England Regional Comm. Grade 10
    See Group 3 - Item #14

14. North Dakota--Career Education
    See Group 1 - Item #12

15. Occupational Orientation--Intro. To World of Work
    See Group 4 - Item #14

16. Office Simulation
    See Group 7 - Item #18

17. People & Choice Folios
    See Group 3 - Item #19

18. Security is...A Step in the Right Direction
    See Group 7 - Item #13

19. Self-Concept Exploration
    See Group 4 - Item #18

20. Sew With the Sewpremes - Minn.
    See Group 5 - Item #19

21. SRA--Job Experience Kit
    See Group 4 - Item #20

22. Talking Shop to Teenage Consumers
    See Group 7 - Item #13

23. Talking Shop to Wise Consumers, (111 pages) 1971 (Table 66)
    Mississippi State University Curriculum Coordinating Unit
    P.O. Drawer DX
    State College, Mississippi 39762

    For high school use, this manual attempts to interest and involve teenagers in situations that will give rise to thoughts about their futures. Thirteen concepts are used to acquaint the student with enterprise and economy. Lists of concepts, behavioral objectives, learning experiences and evaluation, and generalizations are provided. Glossary, appendix, and case problems are included.

24. Texas Employment Commission Brochures--San Antonio
    See Group 5 - Item #7

25. Texas Health Careers Program
    See Group 4 - Item #21

26. The World of Work--Unit I
    See Group 3 - Item #29

27. University of Minnesota--Life Styles & Work
    See Group 4 - Item #11

28. University of Minnesota--Satisfactions and Rewards of Work
    See Group 4 - Item #17

29. University of Minnesota--Significant Others
    See Group 4 - Item #19

30. University of Minnesota--Social Contribution of Work
    See Group 4 - Item #22

31. University of Minnesota--Women & The World of Work
    See Group 4 - Item #25

32. U. S. Dept. of Labor Leaflets
    See Group 5 - Item #27

33. What Job for Me?
    See Group 4 - Item #24

34. Your Job & Your Future--Books 1 & 2
    See Group 3 - Item #35

APPENDIX B

Supplemental List of Career Education Materials That Were Not Evaluated

1. Career Awareness starring Popeye
King Features
David M. Mercer, Dir., Education Division, Special Services
235 East 45th Street
New York, N.Y. 10017

A set of comic books with a Career Education theme. The main character is Popeye the Sailor who visits with people in all kinds of jobs in the world of work. The topics include Health, Environmental Control, Manufacturing, Transportation, Communications and Media Construction, Marketing and Distribution, Agri-Business, Marine Science, Public Services, Personnel Services, Hospitality and Recreation, Fine Arts and Humanities, Consumer and Home-Making Related, and Business and Office.

2. Career Education Center
Harlandale School District
3706 Roosevelt
San Antonio, Texas

The Career Education Center has developed many career curriculum guides to be used in teaching Career Education in the public schools. A horizontal format is used with columns for Suggested Teaching Methods, Resource Materials and Teacher's Comments. The titles of some of the guides are listed below:

1. Biology I
2. Algebra I - Algebra II
3. Math 6, 7, 8
4. Fundamentals of Math 1 & 2
5. Reading 7th Grade
6. World History Studies
7. 9th Grade General Physical Science
8. English Grade 7
9. Texas History and Geography
10. American History 1865 to Present
11. American History to 1865
12. Career Curriculum Guide-Kindegarten
13. Career Curriculum Guide Grade One
14. K-5 Music

3. Follow Up Grades 8-12
(Same address as above)

The purpose of this book is to help develop a program of occupational follow-up for every student leaving school. This book shows material used by the Career Education Center for follow-up activities.

4. Job Placement
(Same address as above)

This book is designed to give some guidelines used by CEC to facilitate job placement. The placement service is described and objectives for job placement given. The second half of the book gives information that counselors, teachers, etc., can use in counseling applicants prior to job seeking.

5. Elementary Methods and Resource Guide
Career Education Center
Harlandale School District
3706 Roosevelt
San Antonio, Texas

This Guide has been compiled to provide elementary teachers with suggestions for career teaching-learning activities, bulletin board ideas and a bibliography. This is to be used as a supplement to the career-curriculum guides.

6. Job Clusters (Same address as above)

Selections from fifteen clusters from the Dictionary of Occupational Titles have been made and summarized to acquaint the reader with a brief description of each cluster.

7. Audio-Visual Aids (Same address as above)

This booklet is a compilation of all the career education audio-visual materials for all grade levels in the Harlandale School District. The items presented in the booklet have been excerpted from Harlandale's present Audio Visual Dept. catalogs and supplements.

8. Bibliography (Same address as above)

This is a selected bibliography of occupational literature available in the Harlandale Elementary Central Library. This is a 17 page booklet.

9. Career Education Center Elementary Supplementary Booklets (Same address as above)

A group of booklets designed to give basic information concerning jobs and career information. They can be used as coloring books and have very few words in some of them. Titles include:

1. What I Want To Be - Book I
2. What I Want To Be - Book II
3. Come Fly With Us - Commercial Airline Industry
4. I Can Hardly Wait!
5. When I Grow-Up--Book I
6. When I Grow-Up--Book II

10. How To Choose A Career--A Guide to A Successful Career
Harry J. Gaffney
Study Books, Inc.
P.O. Box 21
East Rockaway, N.Y.

A sixty-four page booklet that discusses topics such as Going to College?, Meet Your Employer, and twenty-five specific job areas.

11. Career Opportunities
Career Information Service
New York Life Insurance Co.
Box 51, Madison Square Station
New York, N.Y. 10010

A 420 page paperback book that presents job information on fifty-seven different specific jobs. This book is a compilation of fifty-seven career advertisements that were printed separately by the New York Life Insurance Co.

12. Implementing A Career-Centered Curriculum in the Public Schools of Mississippi
Dalton Anthony, Dec. 1972
New Albany City Schools
P.O. Box 771
New Albany, Mississippi 38652

This informative book tells of the major activities and accomplishments of the Career Education projects in New Albany. Elementary Career Activities, Middle School Career Activities, and High School Career Activities are presented with objectives and activities for each level. Some significant findings and events are listed.

13. Career Education, July 1972
A Handbook for Program Initiation
State Department of Education
Division of Vocational-Technical Education
Jackson, Mississippi 39205

This is a 129 page book that is designed to give ideas, sample activities and other information to classroom teachers, counselors, career education leaders, etc. Topics include:

1. Introduction to the Career Centered Curriculum
2. Responsibilities of Personnel,
    - the Administrator,
    - the Career Educator,
    - the Occupational Orientation Teachers,
    - the Counselor,
    - the Teacher,
    - the Teacher Aids.
3. Career Centered Curriculum Concept Chart
4. Guide to the Nature of Career Activities
5. Sample of Career Activities
    - Elementary School
    - Middle School
    - High School

14. Career Development: K-12
Public Schools of Anne Arundel County
Annapolis, Maryland 21401

This is a sequential interdisciplinary program based on skills, attitudes, behavior, and experiences necessary for vocational decision-making. The conceptual framework uses five major areas for career education; career, self, society, technology, and economics. Four learning levels are correlated to grade levels in the four book series; K-2, 3-5, 6-8, and 9-12. The concept, subconcept, and behavioral objective are given, followed by activities suitable to the classroom curriculum or subject.

15. Development of a Career Exploratory Program for Students Enrolled in Grades 6, 7, 8, and 9
Dr. Robert C. Roberts, Dir. of Vocational Programs
Renton School District No. 403
Renton, Washington

This is a final report of the Renton School District's middle level Career Education program. The book presents the background and elgibility of those involved in the program as well as problems, objectives, and procedures. Some interesting results and conclusions are given that could be very useful to those involved in new Career Education programs. The largest part of the book is the appendix which gives information concerning:

A. Schedule--Career Exploratory Program
B. Interest Survey...
C. Interviews
D. Job Analysis--Categories
E. Occupations for the State and Nation-1970's
F. Letter to Parents Re: Interest Survey
G. Administration Sample--Interest Survey
H. Results of Interest Occupational Survey
I. Frequency of Distribution of Occupational Choices
J. Utilization of the Skill-Concept Clusters
Bibliography

16. Development of a Planned Occupational Awareness Program (K-5) - Final Report
Dr. Robert C. Roberts, Dir. of Vocational Programs
Renton School District No. 403
Renton, Washington

This report concerns itself with the development activities of the awareness stage of Renton School District 403's Career Education program. This booklet explains how a career awareness program for introduction in grades Kindergarten through 5 was developed. Objectives, procedures, and a summary are presented in this report. This report could be used by people responsible for instituting new Career Education programs.

17. Career Education In-Service Training Guide
Career Programs
General Learning Corporation
250 James Street
Morristown, New Jersey 07960

This is a forty-six page booklet designed to be used with General Learning Corporation's Career Education Resource Guide. The four areas covered are:

1. The Background From Which Career Education Has Emerged
2. A Survey of the Present State of Career Education.
3. Implementing Career Education
4. The Challenge Is Yours!
5. References

18. Curriculum Materials Developed by Pace Projects
Office of Information Dissemination
Attn: Virginia Cutter
Texas Education Agency
Austin, Texas

A 48 page annotated bibliography developed by the Program Dissemination Section Division of Plans and Supplementary Centers. Contact persons are listed for each entry which covers topics such as agriculture, specific subject areas, games, etc.

19. Career Education
Edited by C. A. Borman and R. R. Reilley
College of Education
Texas A&M University
College Station, Texas 77843

This is a 107 page book that contains the proceedings of the Texas A&M University Vocational Guidance Conferences held in the Spring of 1972. Authors include R. R. Reilley, R. E. Campbell, B. Shoemaker, K.B. Hoyt, J. L. Holland, J. V. Clark, T. P. Olivo, and C. A. Borman. The topics include:

1. Career Education--A Preview
2. Planning Career Development Programs
3. A State Plan for Career Education
4. The World of Work: A Component in Career Development Programs
5. Vocational Guidance with the Self Directed Career Program
6. Career Development Trends in Texas
7. Profiles in Leadership
8. Career Education--Reflections

20. Career Education 1972
An Annotated Bibliography of 173 References
Career Education
Box 53,Purdy Station
New York, N.Y. 10578

A one hundred page book of references compiled in the summer of 1972. They represent recent and significant articles, speeches, dissertations and reports concerning Career Education.

21. Vocational Guidance in the 70's
Edited by C. A. Borman and R. R. Reilley
College of Education
Texas A&M University
College Station, Texas 77843

A report of the Vocational Guidance Conferences sponsored by Texas A&M's College of Education in the Spring of 1971. Chapters two through five discuss the various conferences while chapters one and eight discuss vocational guidance in the 70's. Chapter One is a preview and Chapter Eight is reflections of vocational guidance. Other topics are "A Model for American Education" and "Profiles in Leadership."

22. Career Education and the Technology of Career Development (267 pages), 1971
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

This volume tells of the proceedings of the eighth invitational conference on systems under construction in career education and development. The four sections are concluded with appendices.

23. The Group Guidance Program (178 pages)
Vocational Guidance Service
Houston, Texas

This manual assists in setting up a group guidance program. Four sections of the book provide information on group guidance, mechanics of setting up a program, staffing program counselors, and evaluation.

24. A Careers Curriculum (53 pages), December 1971
(A draft copy)
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Rd.
Columbus, Ohio 43210

This manual focuses on the need for Career Education, charts, tables, and functions of the career curriculum. The case studies show how a careers program should operate within the general framework of the student's potential. Seven case studies with discussion are presented.

25. World of Work--K-10 Continum (128 pages)
Warren City Schools
Dept. of Career Education
Box 391
Warren, Ohio 44482

Concepts for this book are divided into areas appropriate for primary, intermediate, upper elementary, junior and senior high. The primary level begins with the child in relation to his family and builds to the senior high concept of aiming to find a future in society. This is not a guide for the Warren Program, but an overview and composite of the content.

26. Career Motivation (81 pages)
Curriculum 3-4-5-6
Warren City Schools
Box 391
Warren, Ohio 44482

This is the curriculum guide for use in the classroom. The book's format gives grade level where applicable, the title of the section, a short definition of the title and basic generalizations about daily living and working which pertain to the topic.

27. K-12 Guide to the Integration of Career Development into Local Curriculum (265 pages)
Wisconsin Department of Public Instruction, December 1971

This guide is a composite of teacher developed career projects, aimed toward presenting a model for a career curriculum. For accomplishing this goal, the book offers five areas: (1) conceptual career development model, (2) overriding broad concepts, (3) examples of general objectives, (4) scope and sequence matrix, (5) and aid for use by local school personnel. The material is divided into topics suitable for a designated grade level.

28. Introduction to Vocations (240 pages), 1968
H. E. Beam & J. R. Clary
Division of Vocational Education
North Carolina Dept. of Public Instruction
Raleigh, North Carolina

This book contains a course outline comprised of six units. A twenty-five page introduction to the teacher gives suggestions and activities for course procedure. Each of the units is written in an outline form, with suggestions for teaching--learning activities provided. The subconcepts in each unit are divided into instructional goals and include the level of performance required. Bibliography and appendices conclude the manual.

29. An Evaluation of the Indiana Career Resource Center, July 11, 1972
Indiana University at South Bend
South Bend, Indiana 46615

A study conducted as an educational learning experience by three teachers in graduate study. Pertinent information concerning staffing and responsibilities of the Indiana Career Resource Center is given. The related research and methods of gathering data for the project are given in subsequent sections. This is a very valuable booklet for anyone interested in starting a resource center.

30. View For the World of Work--Teacher's Guide, Jan. 1970--Revised June 1970
Produced by Regions XIX Education Service Center
El Paso, Texas

VIEW (Vital Information for Education and Work) for the handicapped is a program funded under the Elementary and Secondary Education Act, Title VI, in cooperation with the Texas Education Agency. The Introduction section explains the VIEW program while other sections include:

1. What Work Is
2. Why Work
3. Where To Find This Work
4. Things To Do Before You Get This Work
5. What You Do In This Work
6. What This Work Will Pay You
7. Hours You Will Work
8. What You Should Know About This Work
9. What A Worker Must Be Like
10. How School Will Help You In This Work

31. Career Development K-6--Resource Materials
Career Education Project
Dr. James E. Smith, Director
1320 Southwest Fourth St.
Fort Lauderdale, Florida 33312

An Annotated bibliography compiled by the members of the Career Education Project Team. This forty-six page bibliography is divided into three sections. They are:

1. Personal Development
2. The World of Work
3. Occupations: Alphabetical Listing

32. Career Education in Broward County
(See above)

This is a booklet that lists the personnel associated with the Career Education Project in Broward County and explains the career education concepts held by them. "Implementing Career Education In Broward County" is the title of the other section. This booklet would be a valuable source for those people involved in setting up new career education projects.

33. Careers Into Curriculum, Revised, March 1973
How To Implement Career Education Into Current Curriculum
By Bettie McConb
Nova Schools
Fort Lauderdale, Florida

"Careers Into Curriculum" is a guide for the educator who is interested in building into his already existing curriculum sound elements of career education. This booklet is divided into two sections. Section I provides input concerning new concepts of Career Education. Section II contains sequenced work sheets which allow the participant, on a individual basis, to build his own career awareness unit.

34. Suggestions for Junior High School Counselors' Involvement in Project TACO
(Technology Assisted Career Orientation) July 16, 1971
By James R. Bartos
Brooklyn Junior High School
Independent School District No. 279
Osseso, Minnesota

Project TACO is a project aimed at making curriculum in District 279 more relevant. Summer writing teams of elementary, junior high, and high school teachers have been involved in writing flexible unit plans for their grade level or subject area. This booklet presents what the author calls "brainstorms" on how junior high counselors could become involved in career planning with junior high students.

35. World Of Work, 1971
Career Program K-6
Dept. of Vocational Education
Toledo Public Schools
Toledo, Ohio

Toledo's World of Work Program is designed to provide the student with an opportunity to look at himself in relation to the world around him. This book explains the structure of the World of Work Program of the lower elementary and upper elementary phases of the program. Responsibilities of various personnel involved, in-service education, field trips, resource speakers, hands-on experiences and evaluation are discussed. Idea Units for lower and upper elementary grades and Coordinators' Recommendations are titles of other sections in this very well written book.

36. The Implementation of a Comprehensive Occupational Education Program in a Rural School System and The Role of the Counselor, June 23, 1970
Center for Occupational Education
North Carolina State University at Raleigh

A program presented at The National Inservice Training Multiple Institutes for Vocational and Related Personnel in Rural Areas. The objective of the institute was to provide participants with a more complete understanding of the needs for career orientation programs and a closer look at new concepts and exemplary programs. This booklet is designed to provide participants with a "first look" at one exemplary program that is to be implemented in a rural setting in North Carolina.

37. Bibliography of Elementary Vocational Guidance Materials
Minnesota Department of Education
St. Paul, Minnesota

A bibliography of thirty-three sources of information concerning elementary vocational guidance. All of the sources are easily found and appear to be very pertinent to elementary schools

38. Career Education Materials Available Through the Instructional Materials Center of Region IV Education Service Center
Region IV Education Service Center
Houston, Texas

This is a listing of available materials in Region IV's Service Center. Section I is a source of General Information. Section II is Resource Guides and Projects, and Section III lists Texas Projects. Attached to this listing is an extensive listing of Career Education catalogs and Career Education project information. Books, films, tapes, pamphlets and brochures are also listed.

39. Partners in Career Education
Research Report No. 72-01
A Review of Career Education Literature and Projects
Dr. Elvis H. Arterbury, Director
Suite 130
1201 N. Watson Rd.
Arlington, Texas 76011

This report is presented in five sections including:

1. Summary of Survey
2. Materials of Particular Significance to Partners in Career Education Project
3. Annotated Bibliography
4. Bibliographical Listings of Career Education Literature
5. College Course Offerings Related to Career Education

This report is rather extensive and would be very useful to anyone interested in starting a career education project. It is very well written and very easy to use.

40. Career Education--Second Interim Report (35 pages), Sept. 1972
Watertown Public Schools
435 10th Ave. Northwest
Watertown, South Dakota 57201

This booklet is divided into two sections, first a summary of the report and second the more lengthy body of the report. The subject matter deals with results of the second year of the Career Education program in Watertown. Problem areas, goals, procedures, and evaluation are dealt with in the report.

41. Abstracts of Instructional Materials for Career Education, (1972)
The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio

Materials indexed and abstracted in this publication include curriculum units, teacher guides, handbooks, and career related instructional aids. A grade level index is found in the back which gives further access to the materials.

42. Selected Career Education Programs for the Handicapped, (107 pages)
U. S. Government Printing Office
Washington, D.C. 20402

This publication gives easy reference to programs already in use. The listing is by state and the type of handicap is designated. A program is briefly described giving number of students involved and supervisor in charge of the program. The majority of programs are for the EMR student, and these are school related activities of a work-study nature.

43. Synopsis-Cobb County, (8 pages)
Occupational and Career Development Program
Joel Smith, Director
P.O. Drawer R
Marietta, Georgia 30061

This booklet tells how the project grew from the initial funding in 1969. From in-service meetings with teachers activity-centered units were written. Goals were set out, and these elements incorporated into all units. This synopsis explains the Cobb County Project and its continued efforts.

44. Vocational Decision
QED Productions
Can be obtained from:
Melton Book Company, Inc.
111 Leslie Street
Dallas, Texas 75207

Three color filmstrips and three 8 to 10 minute taped cassettes make up this kit. The three lessons are entitled; An Introduction to Vocation, The World of Work, and Counseling in Vocational Decision. Each lesson is accompanied by a brief study guide and script.

45. Life Career Game
Western Publishing Company, Inc.
School & Library Department
850 3rd Avenue
New York, N.Y. 10022

A game that enables students to walk through a span of eight years in the future, as the decision-makers for a fictitious person presented to them in the form of a profile or case history. Each team of decision-makers is in competition with other teams working with the same profile. Planning is in the form of how this person will spend a typical week during each of the eight years.

46. Footnotes to Community Helpers
H. Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473

A series of twenty-four 8 to 12 minute scripts designed to give elementary children an awareness of neighbors who have made contributions of a constructive nature. Grandpa Wiseman recalls the story for the benefit of his twin grandchildren, Mary and Jeff. Community helpers include; Miss Reid, the librarian, Miss Learner, the teacher, Mr. Fields, the farmer and many more.

47. Come to Work With Us...
Sextant Systems Inc.
Information Systems & Services Inc.
P.O. Box 1231
Milwaukee, Wisconsin 53201

Library series of books which present the essential details of a job explained in verse form. Each book is illustrated in full color photographs with children in grownup job situations. There are twenty books in the series and a teacher's guide is available.

48. Human Relations Kit
Webster Division
McGraw Hill Book Co.
8301 Ambassador Row
Dallas, Texas 75247

Participants using this kit in small groups are given the opportunity to test personal perceptions and feelings. Active involvement in the learning process is accomplished through role playing, exercise simulation and action-orientation problem solving. Some of the training exercises include:

1. Name Learning
2. Preventing Job Problems
3. Personal Appearance
4. Punctuality
5. Trust
6. Group Talk
7. First Impressions
8. Group Performance Evaluation
9. Earning Your Pay

There are twenty-two such exercises. This kit is in a very handy and portable case with complete materials and instructions provided.

49. American Occupations Series
Creative Visuals
Box 1911-0-9
Big Spring, Texas 79720

The complete set of 198 lessons is recorded on cassettes. Each lesson is 15 minutes in length. Tapes describe the necessary training, obstacles and rewards of almost any vocational endeavor.

50. Jobs in Health Service
Coronet Films
65 E. South Water Street
Chicago, Illinois 60601

Eight filmstrips and eight cassettes in a correlated package to provide specific information on a typical work day in the occupation presented. "Jobs in Health Service" shows people involved in their life's work. Included in the kit: Nurse's Aide, Optical Technician, Dental Assistant, Radiology Technician, and four more.

51. Sextant Series For Exploring Your Future
Sextant Systems, Inc.
Information Systems & Services Inc.
P.O. Box 1231
Milwaukee, Wisconsin 53201

This is a series of 16 independent volumes of occupational information describing 1,450 jobs, 16 organizational charts 34" x 42", a cross index containing alphabetical cross-references for all job titles in the series, and student personal profile booklets. A 5-step plan for career exploration include student self-analysis, introduction to career information, independent research, follow-up research and individual counseling. The Personal Profiling Form has a plastic overlay which enables the student to transfer his profile to any of the jobs explored in the 16 books. This profile can then be matched with actual individuals in such jobs. A minimum expenditure of instructional time is required by teachers or counselors.

52. Career Preparation Through Effective High School Program Planning
(Same address as above)

A kit designed to enable students to develop a high school program of courses. The kit includes a student workbook, instructor's manual, high school program planning guides, and job information cards in three levels. These levels include on-the-job training, technical or 2 year schools and college. The student is asked to first determine his ultimate career goal and then match high school courses that correspond to such a goal. The cards give some brief job facts and D.O.T. numbers for further reading in that area. Also recommended high school courses are listed on the card and the amount and kind of training necessary for such a job. This is a systematic approach to high school planning.

53. Career Information: A Directory of Free Materials for Counselors and Teachers
(Same address as above)

This three-hundred-nineteen page book has three major parts. They are; 1) Alphabetical Listing of Sources of Free Guidance Materials, 2) Listing of Titles by Occupational Area, and 3) Alphabetical Listing of Job Titles. In Part Three there is a "Guide to Local Occupational Information" and "Guide to Federal Career Literature."

54. Open Door Books--They're Not Famous But They Made It
Children's Press
Chicago, Illinois

A series of thirty-three low vocabulary, high interest level books about minority people that set out to accomplish something in life and did it. Examples of some titles can best illustrate this point. West Side Cop, about a negro man that was raised on the west side of Chicago. Hey Taxi, about a black taxi driver who is happy doing his job. I Reached For The Sky--about an airline stewardess that never thought she could make it. Each book gives information concerning the type of job, the nature of work, place of employment, training, and employment outlook.

55. The Career Game
Educational Progress Corporation
8538 East 41st Street
Tulsa, Texas 74145

The Career Game is a guidance tool for use with students in the eighth grade through college. The kit includes a guide, 398 cards of information, score pad, a filmstrip and a cassette. The aim is to take the participating students on a search of career possibilities which ends in a choice that cannot be predicted in advance. Decisions are based on the advice read from the cards. All career cards list an address where further information may be received.

APPENDIX C

Cooperative Project
in Career Education

Evaluation Form for Career Education Materials

1. Name of Product ____

____

2. Grade Level of Product (Circle as many as appropriate).

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

3. Name of Reviewer ____

4. Teaching Level of Reviewer (Circle as many as appropriate).

a. K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

b. Area of Specialization ____

5. Review of Materials Objectives

a. To what degree were the objectives clearly stated.

Very Unclear ' ' ' ' ' Very Clear (Put an X on the appropriate point)

b. To what degree were the objectives appropriate to your grade level.

Much Too Low ' ' ' ' ' Much Too High (Put an X on the appropriate point)

c. To what degree were the objectives grouped (sequenced) to fit your grade level.

Much Too Little ' ' ' ' ' Much Too Much (Put an X on the appropriate point)

d. Compared to other materials (excluding career education) how would you rate the usability of the objectives in this material.

Very High ' ' ' ' ' Very Low (Put an X on the appropriate point)

5. continued

e. Make any comments that you wish about the objectives.

____

____

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____

____

____

6. Review of Material's Organization.

a. To what degree are the materials well organized.

Very Poor ' ' ' ' ' Very Poor (Put an X on the appropriate point)

____

b. To what degree are the materials organized to fit your grade level.

Very Well ' ' ' ' ' Very Poor (Put an X on the appropriate point)

____

c. Make any comments you wish about the organization of these materials.

____

____

____

____

____

____

7. Review of Suggested Classroom Activities.

a. To what degree are the classroom activities clearly stated.

Very Clear ' ' ' ' ' Very Unclear (Put an X on the appropriate point)

____

7. continued

b. To what degree are the classroom activities appropriate for your grade level.

Too Complex ' ' ' ' ' Too Simple (Put an X on the appropriate point)

____

c. To what degree will it be reasonable (in time and effort) to carry out the suggested classroom activities.

Very Difficult ' ' ' ' ' Very Easy (Put an X on the appropriate point)

____

d. Make any comments you wish about the classroom activities.

____

____

____

____

____

____

8. Review of Supplementary Materials (including media).

a. Are there any supplementary materials required for teaching.

Yes_______ No______

b. If No, Should there be supplementary materials.

Yes_______ No_______

c. If Yes, What kinds____

____

____

____

8. continued

d. If there were supplementary materials how effective will they be at your grade level.

(List materials)	Very Effective ' ' ' ' Very Ineffective
a.______________	______________
b.______________	______________
c.______________	______________
d.______________	______________

(Put an X on the appropriate point)

e. Make any comments you wish about supplementary materials______________

____

____

____

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____

9. Overall Review of Career Education Materials (of this set)

Rate this set of materials on the following dimensions:

a. Overall effectiveness for your grade level.

Very High ' ' ' ' ' Very Low (Put an X in the appropriate point)

____

b. Need to be modified before used in the classroom.

Yes_______ No_______

If Yes then to what degree should modification occur.

Very Much ' ' ' ' ' Very Little (Put an X in the appropriate point)

____

9. continued

c. Would you use thse materials in your classroom next year without modification.

Yes______ Maybe______ No_______

d. Comment as needed on the materials to help understand your ratings.